Montana Comprehensive Literacy Plan
Birth through Grade 12

Denise Juneau, Superintendent

Montana Office of Public Instruction
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Montana Literacy Team

David Christensen, Lolo Middle School, Lolo
Sharon DiBrito, Lolo Preschool, Lolo, MT
Margaret Brown, Garfield Elementary, Miles City
Colette Getten, Great Falls Public Schools, Great Falls
Karol Gustin, Radley Elementary School, East Helena
Dr. Jan LaBonty, University of Montana, Missoula
Mary McGarry Burke, Helena Middle School, Helena
Denielle Miller, Educational Consultant, Bozeman
Robin Nansel, Reading Instructional Coach, Lame Deer
Michele Paine, English Language Arts Coordinator, Kalispell
Kathy Pfaffinger, Skyview High School, Billings
Perri Sherrill, Bozeman High School, Bozeman
Trish Shults, Big Fork Public Schools, Big Fork

Montana Office of Public Instruction Staff

Terri Barclay, Early Childhood Curriculum Specialist/ Accreditation
Kelly Glass, Accreditation Unit Manager
Kris Goyins, Communication Arts Curriculum Specialist/Accreditation
Justine Jam, Indian Education Implementation Specialist
Teresa Veltkamp, Indian Education Implementation Specialist

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Introduction

Montana is a vast, beautiful state with diverse landscapes and populations. It is vital that each of its children, from birth through grade twelve, is afforded the opportunity to develop the literacy skills needed to be college and career-ready. Literacy in the 21st century is not just reading and writing. Literacy requires students to successfully engage with and interpret information from all forms of text and media. Advances in digital tools and the accessibility of immense amounts of information require students to think critically about what they are reading and writing, whether it is online or in print, and apply creativity, collaboration and communication skills to share what they learn. It is a primary goal of a comprehensive literacy plan that all students effectively access, use and produce ideas and information. The Montana Literacy Plan provides guidance for districts, schools, and teachers as they plan for comprehensive literacy instruction and assessment.

A school's curriculum must be grounded in content standards and delivered with research-based instructional strategies that meet the needs of all learners. Children from birth to school-age must have many opportunities to hear and practice language as they develop the foundational skills needed to become readers and writers. Instruction must also be culturally relevant and incorporate the distinct and unique heritage of Montana American Indians as required by Article X of the Montana Constitution and further described in the Montana Code Annotated (20-1-501).

Literacy is defined as the ability to read, write, speak, listen and view in order to communicate with others effectively. Literacy is also the ability to think and respond critically in a wide variety of complex settings. Montana students need to be able to use their literate abilities in multiple ways and for multiple purposes in an ever-changing world. Literacy enables students to understand, respect and express distinct and unique cultural heritages. To this end, the language processes of reading, writing, speaking, listening, viewing, and thinking must become integral parts of their lives. By systematically employing these interactive processes, students are able to gather necessary information and to prioritize and organize this material. The skillful use of these language processes provides students with the means of acquiring, constructing, and expressing knowledge in all school content areas and in the human experience as well. In preparation for college and/or career, students must become powerful users of language in educational, occupational, civic, social, and everyday settings.

Adapted from New Hampshire PreK-16 Literacy Action Plan for the 21st Century

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Montana Continuous School Improvement Planning

The Montana Continuous School Improvement Plan (Five-Year Comprehensive Education Plan) expected of each local Montana district utilizes nine correlates of effective school research as a means to aid schools in identifying meaningful, measurable goals for student growth. Each correlate reflects research-based practices which can be used to inform and guide educators. More guidance is provided through correlate-specific rubrics which can assist educators and schools in self-study as a means to improve practices. These correlates (Lezotte and McKee, 2006) provide the foundation of school improvement for Montana K-12 educators.

Correlates of Effective Schools Research
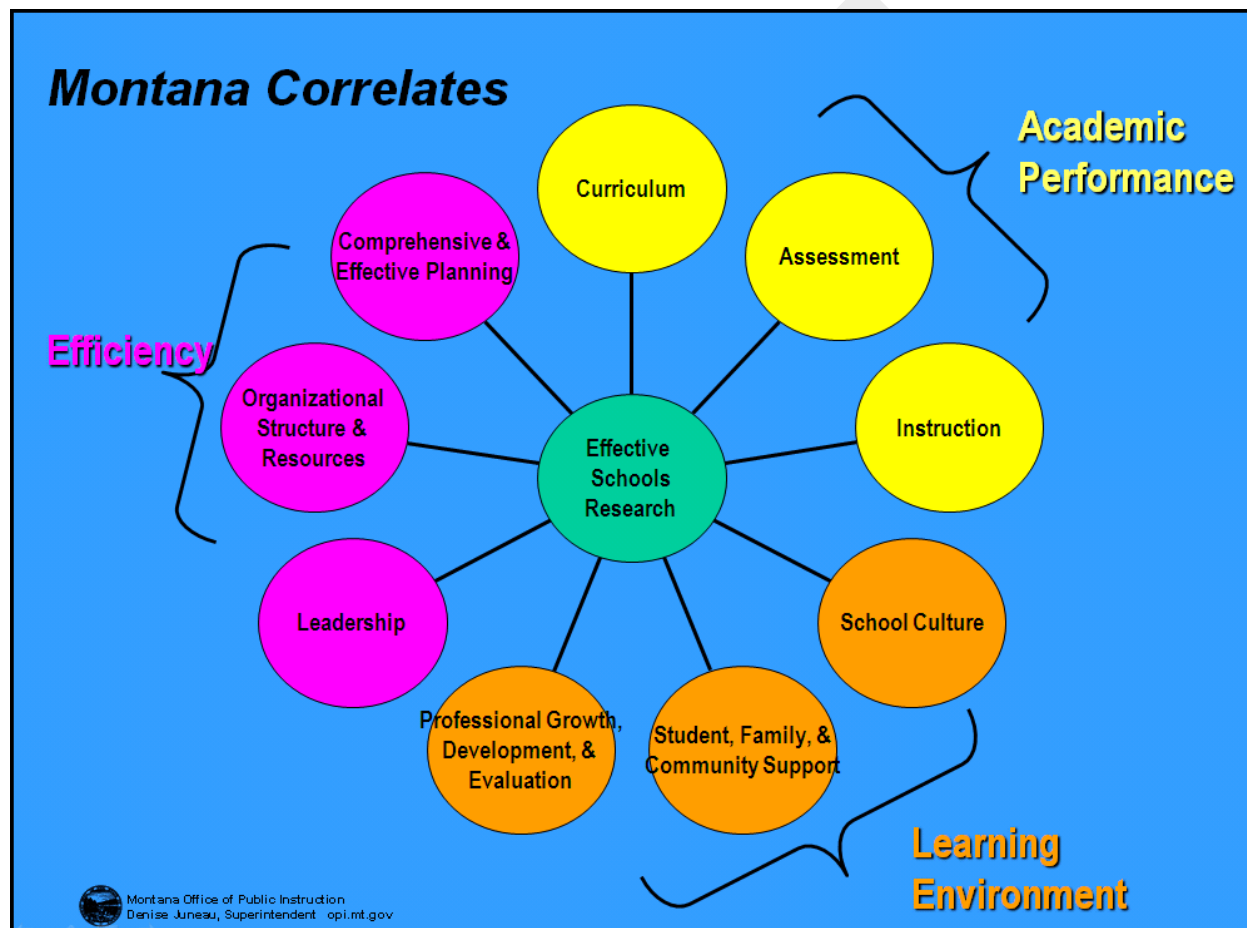
http://www.opi.mt.gov/Reports&Data/Index.html#gpm1_2

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Correlates of Effective Schools Research	Alignment with K-12 Reading Model
Curriculum	Evidence-based curriculum and Instruction
Assessment	Assessment and Databased Decision Making
Instruction	Evidence-based curriculum and Instruction
School Culture	System-wide commitment Community and family involvement Collaborative teaming – strong leadership
Student, Family, and Community Support	Community and family involvement
Professional Growth, Development, and Evaluation	Ongoing training and professional development
Leadership	Collaborative teaming – strong leadership
Organizational Structures and Resources	Collaborative teaming – strong leadership
Comprehensive and Effective Planning	System-wide commitment

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School Improvement Planning
(Continuous School Improvement Plan)

The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single five-year comprehensive education plan to ensure continuous education improvement for all students and all schools.

- **District Plan** - The ultimate goal is for a district to generate a single comprehensive education plan that meets local needs and the needs of all state and federal programs, with specific program amendments as necessary.

- **School Plan** - To foster continuous education improvement throughout the district and to meet the needs of all students in every school, every school in the district will develop and have on file in the district office, a five-year school comprehensive education plan following the district plan requirements.

The comprehensive education plan includes five components:

- a school district level education profile, provided in guidance by the Office of Public Instruction;

- district educational goals;

- a description of planned progress toward implementing all content, performance, and program areas standards, including IEFA;

- a description of strategies for assessing student progress toward meeting all content and performance standards; and

- a professional development component.

Yearly Action Plan – Each year of the five-year cycle districts and schools will develop and implement a yearly action plan that systematically moves those districts and schools toward accomplishing the five-year plan. The plan provides a set of specific goals for the coming year that include measurable objectives, identified strategies to meet the objectives, any needed professional development to support those strategies and a summary of the resources required.

Developing *Your* District and School Plans

Build Readiness/Sustain Process

Identify, Collect & Analyze Data

Set Goals Based on Data And Dialogue

Continuous Education Improvement Process

Evaluate Results

Determine Yearly Action Plan

Implement & Monitor

Identify Effective Instructional Practices
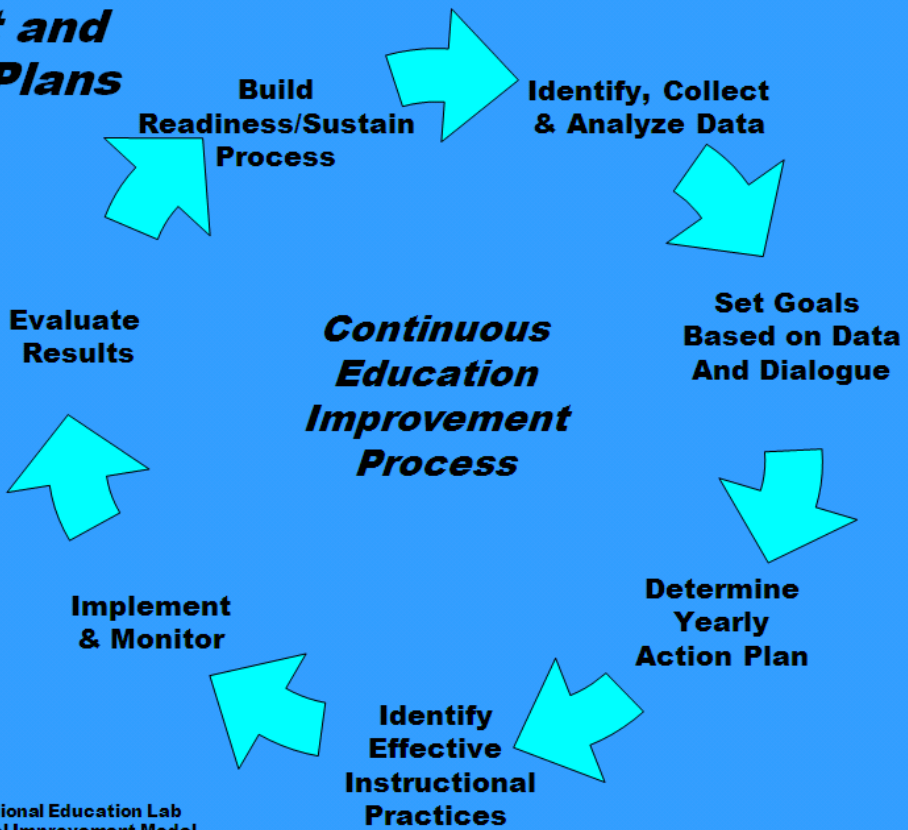
Adapted from Northwest Regional Education Lab (NWREL) – Sustainable School Improvement Model

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Leadership

High performing schools are characterized by……

	Leadership			
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	On-site Leadership Implementation Teams clearly define and are committed to a 3-5 year Montana Literacy Plan (MLP) through MT RTI* Framework.			
Exploring	On-site Leadership Implementation Teams have communicated a consistent MLP roll-out plan.			
Implementing	On-site Leadership Implementation Teams provide monthly public updates at board, staff, and Grade Level Teacher Team meetings on the MLP.			
Exploring	On-site Leadership Implementation Teams have identified 3-5 year performance targets.			
Exploring	On-site Leadership Implementation Teams have defined annual literacy performance targets.			
Exploring	On-site Leadership Implementation Teams have committed resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP.			
Exploring	On-site Leadership Implementation Teams allocate time for professional development and time for collaboration amongst staff, with a focus on literacy achievement and effective literacy instruction.			
Exploring	On-site Leadership Implementation Teams are established and lead by the principal and meet monthly.			
Implementing	LEA Principals and Head Start Directors walk-through all instructional settings weekly. These walkthroughs are both scheduled and random.	LEA Principals walkthrough all instructional settings weekly. These walk-throughs are both scheduled and random.		
Exploring	On-site Leadership Implementation Teams provide time for and facilitate collaboration amongst staff, with a focus on literacy achievement and			

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		effective literacy instruction.

A significant amount of current educational research (Insert citation) is centered on interpreting best practices in high-performing school districts. Best practices are defined as a coherent system of practices that can be easily observed, described, and replicated, and are tied to characteristics of effective, high-performing schools. Effective leaders advocate, nurture, and sustain a school culture and instructional program conducive to student learning and ongoing professional growth. They communicate a clear and shared focus --*a vision of every student reading at grade level*. They hold fast to the vision; it becomes a guiding force for all educational decisions at every grade level and for every subgroup, including minority students, those living in poverty, English Language Learners and Special Education students and Montana American Indian students.

Principals whose schools outperform other schools visit classrooms regularly, remind teachers of the value of specific instructional practices, promote literacy throughout the school, support family literacy programs, create a business-like atmosphere in the school, and expect improvement at all levels. Research has shown that regular classroom observations by principals combined with meaningful dialogue, data analysis, and high-quality professional development can have a positive impact on instructional quality.

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Standards

High performing schools are characterized by……

Standards				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEA evidence-based curriculum is aligned to the MT Early Learning Guidelines and the Montana Common Core Standards (MCSS) for English Language Arts and Literacy.	LEAs will align their curriculum to the MCCS Standards for English Language Arts.		
Exploring	Evidence-based curriculum and materials support the MT Early Learning Guidelines and MCSS for English Language Arts which includes early language and literacy development.	LEAs will align their curriculum and the five components of reading*.	LEAs will align their curriculum and the nine key elements* of adolescent literacy instruction.	
Implementing	Educators implement culturally responsive (IEFA*) reading, writing, and communication strategies program-wide.			

Constitution of Montana -- Article X -- EDUCATION AND PUBLIC LANDS

Section 1. Educational goals and duties. (1) It is the goal of the people to establish a system of education which will develop the full educational potential of each person. Equality of educational opportunity is guaranteed to each person of the state. (2) The state recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity. (3) The legislature shall provide a basic system of free quality public elementary and secondary schools. The legislature may provide such other educational institutions, public libraries, and educational programs as it deems desirable. It shall fund and distribute in an equitable manner to the school districts the state's share of the cost of the basic elementary and secondary school system.

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20-1-501. Recognition of American Indian cultural heritage -- legislative intent. (1) It is the constitutionally declared policy of this state to recognize the distinct and unique cultural heritage of American Indians and to be committed in its educational goals to the preservation of their cultural heritage.

(2) It is the intent of the legislature that in accordance with Article X, section 1(2), of the Montana constitution:

(a) every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner; and

(b) every educational agency and all educational personnel will work cooperatively with Montana tribes or those tribes that are in close proximity, when providing instruction or when implementing an educational goal or adopting a rule related to the education of each Montana citizen, to include information specific to the cultural heritage and contemporary contributions of American Indians, with particular emphasis on Montana Indian tribal groups and governments.

(3) It is also the intent of this part, predicated on the belief that all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents, that educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people.

Selected Administrative Rules of Montana Text:

10.55.601 ACCREDITATION STANDARDS (ARM) Procedures (5) To ensure continuous educational improvement, the Office of Public Instruction shall provide guidance, resources, and evaluation to assist in the implementation of district and school plans to improve teaching and learning for all students. . . .

(6) School districts are required to maintain present programs that meet current standards until such standards are superseded . . .

(7) On or before July 1, 2004, a school district shall align its curriculum to the state content and performance standards and program area standards as adopted by the Board of Public Education. A school district shall maintain programs to align with the state's schedule for revising standards.

10.55.603 CURRICULUM AND ASSESSMENT (1) Local school districts shall incorporate all content and performance standards into their curriculum, implementing them sequentially and developmentally. School districts shall assess the progress of all students toward achieving content and performance standards in all program areas. Assessment of all students shall be used to examine the educational program and measure its effectiveness based on the content and performance standards.

Indian Education for All (IEFA)

Indian Education for All is an educational mandate derived from Montana's state constitution, which reads, "It is the intent of the legislature that every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a

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culturally responsive manner … all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and parents … educational personnel provide means by which school personnel will gain an understanding of and appreciation for the American Indian people."
Montana Code Annotated (MCA) 20-1-501

In order to fulfill this mandate teachers should carefully plan ways in which to integrate throughout the curriculum the Seven Essential Understandings Regarding Montana Indians. The seven Essential Understandings include:

Essential Understanding 1: There is great diversity among the 12 tribal Nations of Montana in their languages, cultures, histories and governments. Each Nation has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 2: There is great diversity among individual American Indians as identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.

Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Additionally, each tribe has its own oral history beginning with their origins that are as valid as written histories. These histories pre-date the "discovery" of North America.

Essential Understanding 4: Reservations are land that have been reserved by the tribes for their own use through treaties and was not "given" to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions:
I.   Both parties to treaties were sovereign powers.
II.   Indian tribes had some form of transferable title to the land.
III. Acquisition of Indian lands was solely a government matter not to be left to
       individual colonists.

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Essential Understanding 5: There were many federal policies put into place throughout American history that have impacted Indian people and shape who they are today. Much of Indian history can be related through several major federal policy periods:

Colonization Period   *1492 -*
Treaty Period   *1789 - 1871*
Allotment Period   *1887 - 1934*
Boarding School Period   *1879 - - -*
Tribal Reorganization Period   *1934 - 1958*
Termination Period   *1953 - 1988*
Self-determination   *1975 – current*

Essential Understanding 6: History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.

Essential Understanding 7: Under the American legal system, Indian tribes have sovereign powers separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

For a full description of each understanding, go to:
(Indian Education for All, Essential Understandings Web site:
http://www.opi.mt.gov/PDF/IndianEd/Resources/EssentialUnderstandings.pdf

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Montana Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

A comprehensive literacy program should include curriculum that is aligned to the Montana Common Core Standards for English Language Arts and Literacy. (See below reference to ARM 10.55.603).

Preface to the Montana Common Core Standards (MCCS) for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

The MCCS English Language Arts and Literacyare foundational to success. Language is what sets humankind apart from other species, so it is no surprise that mastery of language skills in the broadest sense opens the door to understanding our past, our current condition, and our future. English Language Arts and Literacy offer us tools for thinking, communicating, learning, experiencing, exploring, remembering, collaborating, imagining, and fully participating in life. Mastery in language and literacy is essential to school, careers, and a rich life.

English Language Arts and Literacy are developmental and recursive. Most students come to school with literacy skills already emerging. The Communication Arts Standards are designed to acknowledge those emergent skills and introduce more sophisticated strategies and increasingly complex materials, gradually building students' independence and confidence as communicators. The same skills that appear in this standards document, as part of the expectations in the primary grades, will appear as part of the expectations upon graduation. The increasing levels of sophistication in the higher grades may very well come in depth, independence, or complexity of materials rather than in distinctly different skills or strategies.

English Language Arts and Literacy are interdependent. While the MCCS for English Language Arts and Literacy address discreet skills, strategies, and tasks in five distinct areas of communication ((reading literature, reading informational text, writing, speaking and listening, and language)it is important for parents, teachers and students to understand that the strands of English Language Arts and Literacy in the MCCS are deeply intertwined. None of the strands should be viewed in isolation as each depends on the other for successful mastery. For example, when children learn to read, speaking and listening skills must be properly utilized for success to be achieved. Likewise, to appreciate and understand literature requires the skills of reading and often writing, discussing with others, and viewing media representations of the written texts. Students cannot communicate in writing if they cannot read. . Clearly, communication requires more than the discrete skills of any one of the English Language Arts and Literacy strands; it requires the dynamic interaction of all strands, topics, and standards working together to create meaning.

English Language Arts and Literacy are interdisciplinary. Because learning is dependent on one or more of the MCCS for English Language Arts and Literacy Standards, all subject areas in school *work with* enhancing the strategies and skills that students use to successfully master the content of those subjects. In essence, all teachers are teachers of **English Language Arts and Literacy including History/Social Studies, Science and Technical Subjects specifically** through the MCCS; all students are always engaged in practicing the skills of the English Language Arts and Literacy. Likewise, the materials used in the classroom will explore the topics of all other curricular areas with a specific focus on informational text and complex literature. It is important for students to recognize that the skills and strategies of literacy must be applied in all classes and beyond the school walls in daily life.

English Language Arts and Literacy is evolving. In the 21st century the technologies used in our daily lives, and the changing nature of communication, make the MCCS for English Language Arts and Literacy Standards even more important as a major part of our curriculum. Skills that were once acquired through the experiences of daily life must now be explicitly addressed in our classrooms. Rather than reinforcing the rules of formal standard written and spoken English, the English of our students' daily lives

often offers alternative spellings, new rules of grammar, and shortcuts in punctuation or capitalization. Similarly, the dominating influence of the media, in its many forms, introduces new challenges for our students. The English Language Arts and Literacy curriculum must help students bridge the gap between the formal and the informal, the old and the new. Language and images have power and that power must be understood and used wisely. Critically, **English Language Arts and Literacy** must address the safe, ethical and responsible use of communication if our democratic ideals are to be preserved.

Montana Common Core Standards
English Language Arts Learning Progressions

K	1	2	3	4	5	6	7	8	9-10	11-12
Foundational Skills: Print Concepts & Phonological Awareness										
	Foundational Skills: Phonics & Word Recognition, Fluency									
	Reading Literature & Informational text, including literary nonfiction: Balance K-5 = 50% literature* & 50%* informational text					**Reading Literature – stories, drama, poetry:** Balance grade 6-8 = 45%* Balance gr. 9-12 = 30%*				
						Reading informational, including literary nonfiction: Balance 6-8 = 55%* Balance gr. 9-12 = 70%*				
						Literacy (Reading) in History/Social Studies, Science, and Other Technical Subjects				
	Writing Standards: Balance of Text Types: grades 4 – opinion = 30%; information = 35%; narrative = 35%					**Literacy (Writing) in History/Social Studies, Science, and Other Technical Subjects:** Grade 8 – argument = 35%; information = 35%; narrative = 30% Grade 12 – argument = 40%; information = 40%; narrative = 20%				
Speaking & Listening Standards										
Language Standards, including vocabulary acquisition and use										

*Percentages represent across the school day/month/year.

This document was adapted from "Vermont's Transition to the Common Core State Standards: English Language Arts."

Learning Progressions of the Montana Common Core Standards for English Language Arts and Literacy
Unlike the Montana Common Core standards for mathematics, most of the strands contained in the ELA Standards span the K-12 grades, with a few exceptions, noted in the chart above.

A thorough understanding of the MCCS must begin with a close reading of the standards themselves, as well as the introduction and the appendices. Educators should be brought together to examine both the grade-specific standards for each strand and the progressions that build knowledge and skills from grade to grade. Discussion should focus on the meaning of each standard, including content and skills, and its implications for instruction, curriculum, and assessment.

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Beyond a close reading, the MCCS will require intensive, sustained professional development initiatives at the school and district levels during the next several years in order to effectively implement the instructional shifts in the MCCS. There is new learning for *all* educators implicit in the concepts contained in the standards. All Montana educators must be thoughtfully engaged in the ongoing professional development necessary to improve the learning of all students in the 21st century.
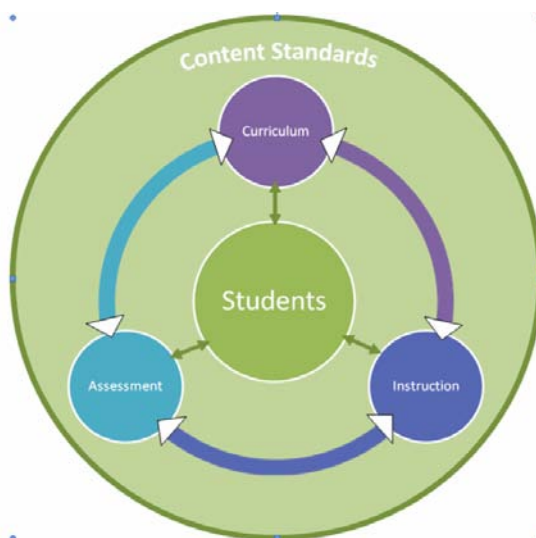
All three elements, curriculum, assessment and instruction, must be implemented in a dynamic, rather than static fashion. For example, curriculum must be reviewed and revised on a regular cycle and this work is informed by instruction and assessment data/information. Results from assessment should inform instruction and, over time, the revision of the curriculum.

Students also inform all three components, not all students are the same; student achievement and progress inform the three elements of this dynamic process.

Educators must shift thinking from "I cover that standard" to "I have evidence from my curriculum, instruction, and assessments that show the students know and can do what is outlined in the standards." It is rare that an individual will innately know how to implement, evaluate, and/or support this dynamic process. It requires initial training/ professional development, practice of implementation coupled with self and group reflection, and continued professional development that repeats the process.

[Montana Early Learning Guidelines](#) for Infants and Toddlers 2009

The Montana Early Learning Guidelines for Infants and Toddlers (birth-36months) reflect what infants and toddlers need to know, experience and be able to do to reach their individual potential.

The guidelines are meant to assist in understanding children's growth and development. Keep in mind, however, that these are guidelines; expectations about what infants and toddlers should know and be able to do across different domains of learning. They are not an exhaustive list of skills developed in the first three years of life or a complete picture of growth and development during this time. They are a tool to support understanding of infants and toddlers, and a resource for ideas about ways to enhance their early learning experiences.

[Montana Early Learning Guidelines](#)

The Montana Early Learning Guidelines reflect what children need to know, understand, and be able to do by the time they reach kindergarten.

They are written to address what adults can observe in children ages 3-5, and the ways they can support a child's individual development. The Guidelines are meant to be inclusive of all children and all of the settings in which they spend time before elementary school, whether that be at home, in a child care facility, at a Head Start program, in a preschool, or in any other setting. The Guidelines are not a diagnostic tool, an assessment tool, or a mandatory set of regulations.

(The Montana Early Childhood Project Publications, 2011)

Early Literacy

The National Assessment of Educational Progress reveals that 37 percent of U.S. fourth graders fail to achieve basic levels of reading achievement. The incidence of reading failure is even higher within low-income families, ethnic minority groups, and English-language learners. Large-scale studies have shown that young children—those entering kindergarten and first grade—vary greatly in their attainment of the early precursor skills that provide the launching pad for later literacy learning (West, Denton, & Germino-Hausken, 2000; West, Denton, & Reaney, 2000). What can be done in U.S. homes, preschools, and kindergartens to better prepare children to succeed in learning to read and write? (Lonigan & Shanahan, 2009)

The National Early Literacy Panel was appointed in 2002 to address the gap in the knowledge base of instructional practices with children from birth through age 5. The panel used a similar methodology review process to that used by the National Reading Panel (NRP) to issues of instructional practices for young children so that parents and teachers could better support their emerging literacy skills. (Lonigan & Shanahan, 2009)

Conventional reading and writing skills that are developed in the years from birth to age 5 have a clear and consistently strong relationship with later conventional literacy skills. Additionally, six variables representing early literacy skills or precursor literacy skills had medium to large predictive relationships

with later measures of literacy development. These six variables not only correlated with later literacy as shown by data drawn from multiple studies with large numbers of children but also maintained their predictive power even when the role of other variables, such as IQ or socioeconomic status (SES), were accounted for. These six variables include

- alphabet knowledge (AK): knowledge of the names and sounds associated with printed letters
- phonological awareness (PA): the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning
- rapid automatic naming (RAN) of letters or digits: the ability to rapidly name a sequence of random letters or digits
- RAN of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors
- writing or writing name: the ability to write letters in isolation on request or to write one's own name
- phonological memory: the ability to remember spoken information for a short period of time.

An additional five early literacy skills were also moderately correlated with at least one measure of later literacy achievement but either did not maintain this predictive power when other important contextual variables were accounted for or have not yet been evaluated by researchers in this way. These additionally potentially important variables include

- concepts about print: knowledge of print conventions (e.g., left–right, front–back) and concepts (book cover, author, text)
- print knowledge: a combination of elements of AK, concepts about print, and early decoding
- reading readiness: usually a combination of AK, concepts of print, vocabulary, memory, and PA
- oral language: the ability to produce or comprehend spoken language, including vocabulary and grammar
- visual processing: the ability to match or discriminate visually presented symbols.

(Lonigan & Shanahan, 2009)

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Instruction and Intervention

High performing schools are characterized by......

	Instruction and Intervention			
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEAs utilize language and early literacy programs and evidence-based strategies that include the six early language and literacy components.	LEAs core reading program is SBR* and includes the five components of reading*.	LEAs utilizes SBR* programs and strategies in Communication Arts and English classes.	
Exploring	Educators have the necessary instructional materials to teach the early learning programs.	Educators have the necessary instructional materials for core reading program instruction.	Educators have the necessary instructional materials for their Communication Arts classes and English classes.	
Exploring	Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.			
Exploring	Educators will utilize a multi-tiered system of support within small groups to differentiate instruction for application of skills, reteaching, and additional practice or challenge activities.	Educators adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.		
Exploring	Early learning programs and LEAs develop processes that utilize evidence-based intervention instruction.	LEAs utilize SBR* intervention program(s) and align the five components of reading* addressed in each of them.		
Exploring	Educators have the necessary instructional materials for the evidence-based			

			intervention program(s).
Exploring	Time has been allocated to provide early literacy instruction and evidence-based intervention instruction.	Time has been allocated to provide instruction of both the core program as well as the intervention program(s).	Time has been allocated to provide instruction of both the Communication Arts/English classes as well as the intervention program(s).
Exploring	Educators embed explicit language, literacy, and phonemic awareness instruction in conjunction with authentic playful experiences with literature.	Educators embed explicit literacy instruction across the curriculum.	
Implementing	Educators apply developmentally appropriate early literacy skills throughout the day across *all* content areas.	Educators apply literacy skills throughout the day across *all* content areas.	
Implementing	Educators teach students that print has a purpose and provides meaning. Staff encourages and provides feedback to student throughout the sequence of writing stages.	Educators allocate time for students to write about the texts they read.	
Implementing	Educators allocate time for students to draw and write about the stories read as well as everyday experiences.	Educators teach student the writing skills and processes that go into creating text.	
Sustaining	Educators guide students' use of technology as a component of literacy instruction.		

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Components of Literacy

Letter knowledge: Becoming familiar with letter shapes and associating these letter shapes to their letter names (Honig, Diamond, and Gutlohn, 2008).

Phonemic awareness: ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words (Strickland and Schickedanz, 2009).

Phonics: A method of instruction that teaches students the systematic relationship between letters and letter combinations in written language and the individual sounds in spoken language and how to use these relationships to read and spell words (Honig, Diamond, and Gutlohn, 2008).

Fluency: ability of readers to read quickly, effortlessly, and efficiently with good, meaningful expression (Rasinski, 2003).

Vocabulary: the knowledge of words and word meanings (Honig, Diamond, and Gutlohn, 2008).

Comprehension: constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood (Learning Point, 2004).

"There are many approaches to teaching these five essential components. These approaches differ in how much guidance or direction teachers provide as their students are learning new skills, how clearly and directly teachers explain new skills, whether they demonstrate exactly how to use a specific skill, and whether the skills are taught in a thoughtful sequence. Scientific research reviewed by the National Reading Panel revealed that these different approaches or methods of teaching the five essential components are *not* equally effective. The most reliably effective approach is called *systematic and explicit instruction.*"

Effective literacy instruction is "developmentally appropriate, explicit, evidence-based, and systematic." Evidenced-based instruction is instruction that is consistent with the principles of scientific research as defined in section 200(18) of the Higher Education Act of 1965.

Graham and Hebert in the *Writing to Read* 2010 report recommend three writing practice to improve students reading.

1. Have students write about the texts they read.

2. Teach students the writing skills and processes that go into creating text.

3. Increase how much students write.

Definition: An intervention is an educational practice, strategy, curriculum or program used to support students' needs beyond the core.

Multi-tiered System of Support

A multi-tiered system of support provides guidance for delivering comprehensive, quality instruction for all students. An RTI framework is designed to provide evidence-based instruction and targeted interventions that lead to student success.

ALL: Core Classroom Instruction

All students should receive core classroom instruction utilizing scientifically based curriculum and methods to teach critical elements of a subject (reading, math, written expression) e.g.,80%-90% of students will have a sufficient response to instruction by demonstrating subject proficiency with effective Tier 1 instruction. Students who score at the higher level of Tier 1 should be receiving instruction that will continue to keep them challenged.

SOME: Strategic Targeted Instruction

Some students will receive strategically targeted instruction in addition to core instruction. Strategic Instruction addresses the specific needs of students who do not make sufficient subject progress in Tier 1. Tier 2 interventions are targeted to teach specific skill needs, are scientifically based, and align with core classroom instruction. Approximately 5-10% of students will require Tier 2 instruction. Instruction is generally provided in a small group (3-5 students) format with similarly skilled students. The duration of this instruction varies based on student assessment and progress monitoring data that measures student response to intervention.

FEW: Intensive Targeted Intervention

Intensive targeted instruction is provided to the most at-risk students who have not responded sufficiently to Tier 1 and Tier 2 instruction. This small percentage (1-8%) of students usually have severe skill difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs. Intensive instruction should take place in addition to Tier 1 instruction; however, it may, in a few instances, replace core instruction. Students needing targeted Tier 3 interventions will have additional instruction daily (e.g., 90 minutes of Tier 1 instruction plus 60-90 minutes of intervention instruction). Tier 3 intervention may replace Tier 2 instruction and should be provided by the most qualified teacher within a small group of two to five students. The duration of this intervention is extended over a longer period of time and varies based on student assessment and progress monitoring data.

Student Movement through the Tiers
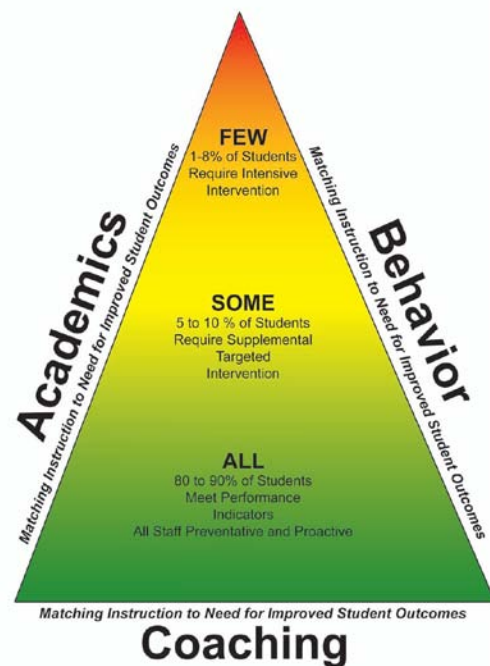
Student movement through the tiers is a fluid process based on student assessment data and collaborative team decisions about students' response to instruction. A goal of the process is to accelerate learning so that students exit intervention. At any time during this process, a student may be referred for consideration for a 504 Plan and/or special education evaluation.

Effective Literacy Instruction: Birth through Age 5

The Report of the National Early Literacy Panel (2008) concluded that foundational reading and writing skills developed in the years from birth through age 5 have a clear and consistently strong relationship with later conventional literacy skills. Six variables representing early literacy skills had medium to large predictive relationships with later measures of literacy development: alphabet knowledge, phonological awareness, rapid automatic naming (RAN), writing or writing name, and phonological memory. Five more early literacy skills were moderately correlated with at least one measure of later literacy achievement: concepts about print, print knowledge, reading readiness, oral language, and visual processing. Based on the National Early Literacy Panel Report (2008), the MT Early Learning Guidelines, and the Montana Early Reading First project, MSRP early language and literacy instruction will consist of evidence-based oral language/vocabulary development (listening and speaking), phonological awareness, alphabet knowledge, print awareness and book knowledge, listening comprehension, and emergent writing skills (see Appendices 1A and 19). This developmentally appropriate, explicit, intentional, and systematic instruction will take place in playful language- and literacy-rich environments.

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Birth to Upon Entrance to School	**Tier** **Classroom**	**Tier II** **Strategic Instruction**	**Tier III** **Intensive Intervention**
LEARNERS	ALL students	Children identified through dual discrepancy models. These children score in the bottom quartile on baseline measures as well as display slower growth rates than their peers	Children who do not make sufficient progress in Tier II will be considered for Tier III instruction
INSTRUCTIONAL LEADER	Classroom Teachers, Literacy Coach	Classroom reading teacher, specialized reading teacher, or a special education teacher specifically trained in reading intervention	Speech Pathologist, Occupational Therapist, Special Education Teacher Teachers will reinforce strategies and activities used by specialists for children receiving Tier III services.
TIME ALLOCATION: **FOR READING:**	Research-based Literacy activities are interspersed throughout all parts of the day for developmentally appropriate lengths of time	Research-based Literacy activities are interspersed throughout all parts of the day for developmentally appropriate lengths of time.	Research-based Literacy activities are interspersed throughout all parts of the day for developmentally appropriate lengths of time.
FOR WRITING:	Research-based Literacy activities from the four instructional components (*Language, Alphabet Knowledge, Phonological Awareness and Print Awareness*) are interspersed throughout all parts of the day	Tier II-III activities are delivered to individual children or groups of children in their general classroom environment in addition to Tier I activities. In most cases, children will never know that they are receiving anything extra or different from their peers. Interventions are provided during center time for developmentally appropriate lengths of time.	Individualized support provided within the context of the general education classroom to the greatest extent possible

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Birth to Upon Entrance to School	Tier I Classroom	Tier II Strategic Instruction	Tier III Intensive Intervention
GROUPING STRUCTURE	Flexible (whole group, small group, partners)	Small flexible homogeneous groups of three-to-six students per teacher (optimal)	Small homogeneous groups of 2 to 5 students per teacher (optimal)
INSTRUCTIONAL PROGRAM	Early Literacy Programs grounded in best practice and on scientifically based reading research (SBRR). Instructional Materials and spatial arrangements that support the development of children's language and literacy skills	Differentiated instruction based on extensions from the core program Small-group shared reading of alphabet books, Dialogic Reading Programs, Activities that focus on children's literacy development. Lessons based on individual instructional need, classroom ecologies, developmentally appropriate practices, and child interests	Lessons based on individual instructional need, classroom ecologies, developmentally appropriate practices, and child interests

Effective Literacy Instruction: K-5

Charged with conducting a rigorous and comprehensive review of reading research, the National Reading Panel (2000) produced a report focused on five essential components of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension of literature and informational text. In addition to these components, MSRP includes effective literacy instruction in alphabet knowledge, print awareness, development of oral language skills, grammar, academic language, irregular word recognition, multisyllabic word recognition, spelling, and writing. Refer to Appendix 1A for a complete list of evidence-based research that provides a solid foundation for this application.

K-5- Tier 1 Core Classroom Instruction for All Students

TIER 1 refers to classroom instruction for *all* students that utilizes evidenced-based materials and practices to teach core subject areas (e.g., reading, written expression and math). Assessment data is used to monitor and maintain the ongoing cycle of skill success. Screening or benchmark assessments are administered within the first four weeks of the school year to *all*

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students to identify students at risk for skill difficulty. Screening or benchmark assessments are administered at least two other times during the year (winter and spring) to determine if students are making progress, need extra support, and instruction is planned accordingly. Differentiated instruction occurs in flexible small groups within the instructional time. Outcome assessments are also administered to *all* students to determine student growth/gain over time (3rd grade +: MontCAS).

K-5- Tier 2 Strategic Targeted Intervention

Tier 2 refers to evidence-based targeted supplemental skill-building intervention. This instruction is matched with the specific skill deficits of students who fail to meet Tier 1 benchmarks in core subjects. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are typically delivered in small groups of students with similar skill building needs. Instruction is scaffolded and based on the needs of individual students as determined by assessment data.

K-5- Tier 3 Intensive Targeted Intervention

TIER 3 refers to evidence-based intensive targeted interventions for students who have not responded adequately to Tier 1 or Tier 2 supplemental, targeted instruction. This small percentage of students usually have severe and multiple skill difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs Diagnostic and weekly or bi-weekly progress monitoring assessments are utilized extensively with this group of students to inform instruction and to provide appropriate, targeted intervention, materials, and strategies. Tier 3 instruction takes place in addition to Tier 1. If progress monitoring and diagnostic assessments indicate that a student is not making adequate progress, a student may need a replacement of the core program (Tier 1 instruction) or be referred for further evaluation.

PRIMARY LEVEL K-3	Tier I Classroom	Tier II Strategic Instruction	Tier III Intensive Intervention
LEARNERS	ALL students	Generally 5%-10% of students, who need additional structured support	Generally 1%-8% of students, who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II
INSTRUCTIONAL LEADER	Classroom	Classroom reading teacher, specialized reading teacher, or a special education teacher specifically trained in reading intervention	Teacher specifically trained in teaching reading, reading specialist, or special education teacher, trained in reading
TIME ALLOCATION: **FOR READING:** **FOR WRITING:**	90 minutes daily minimum of grade level standards-aligned reading Instruction 30-90 minutes daily for writing--spelling, word study, etc.	30 minutes of strategic reading instruction daily, to reinforce skills taught by the classroom teacher and in addition to the core reading program 30-90 minutes daily for writing--spelling, word study, etc.	60 minute session of more intensive, more explicit instruction that supports the core grade level program or 90 minutes of explicit instruction that supplants the core grade level program, based on need as indicated by assessment data 30-90 minutes daily for writing--spelling, word study, etc.
INSTRUCTIONAL COMPONENTS **FOR READING:** **FOR WRITING:**	Essential Components: 1. Phonemic Awareness 2. Letter knowledge 3. Alphabetic Principle 4. Accuracy and Fluency 5. Vocabulary 6. Comprehension Use a combination of narrative and expository text Narrative, informational, poetic, functional, writing process, writing traits, high frequency words, word patterns, etc.	Essential Components: 1. Phonemic Awareness 2. Letter knowledge 3. Alphabetic Principle 4. Accuracy and Fluency 5. Vocabulary 6. Comprehension Base components on need, as evidenced by assessment data	Essential Components: 1. Phonemic Awareness 2. Letter knowledge 3. Alphabetic Principle 4. Accuracy and Fluency 5. Vocabulary 6. Comprehension Intensive intervention is designed to address individual needs and is guided by assessment data from diagnosis and progress monitoring assessments.

PRIMARY LEVEL K-3	**Tier I** **Classroom**	**Tier II** **Strategic Instruction**	**Tier III** **Intensive Intervention**
GROUPING STRUCTURE	Flexible (whole group, small group, partners)	Small flexible homogeneous groups of three-to-six students per teacher (optimal)	Small homogeneous groups of 2 to 5 students per teacher (optimal)
INSTRUCTIONAL PROGRAM	Standards-based grade level instruction using programs with proven effectiveness. All instructional decisions based on assessment.	Standards-based, explicit instruction to strengthen specific skills identified as weak in Tier I, using programs proven effective for identified need.	Explicit instruction at student's performance level using published programs with proven effectiveness at quickly teaching at-risk or reading disabled students to read at grade level.
ALIGN MATERIALS WITH STATE STANDARDS	Evaluate and align current materials and instruction with the Montana Content and Performance Standards.	Evaluate intervention materials for explicit, systematic instruction of the essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the essential components of reading.
ADOPT/ADAPT/ AUGMENT INSTRUCTIONAL MATERIALS AND TECHNOLOGY	Select a scientifically research-based program and/or materials that support the Montana Content and Performance Standards in Communication Arts, and include the critical elements of reading: phonemic awareness, letter knowledge, alphabetic principle, accuracy and fluency, vocabulary, comprehension. Include exposure to Native American culture through authentic historical and contemporary literature. Include instructional components of writing.	Select a research-based intervention program and/or materials according to components needed: phonemic awareness, letter knowledge, alphabetic principle, accuracy and fluency, vocabulary, comprehension with proven effectiveness for use with at-risk readers.	Select a research-based intensive intervention program, either comprehensive or by components needed: phonemic awareness, letter knowledge, alphabetic principle, accuracy and fluency, vocabulary, comprehension with proven effectiveness for use with at-risk and/or disabled readers.

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PRIMARY LEVEL K-3	Tier I **Classroom**	Tier II **Strategic Instruction**	Tier III **Intensive Intervention**
PROVIDE PROFESSIONAL DEVELOPMENT	Provide professional development for effective use of assessments, instructional materials, including the seven Essential Understandings for Indian Education for All, and strategies for explicit and differentiated instruction. Also provide professional development in writing, such as S*ix Traits* or *Step Up To Writing.*	Provide professional development before and during the implementation of the program to help teachers provide effective strategic instruction readers.	Provide professional development before and during implementation of the program to help teachers provide effective intervention instruction.
ASSESS STUDENTS • **Formative** • **Summative**	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (minimum 3x year) -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (every two weeks) -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (every week or two) -Outcome assessments
IMPLEMENT THE PROGRAM	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching and/or mentoring to Teachers.	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching and/or mentoring to teachers.	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching and/or mentoring to teachers.
ADJUST INSTRUCTION	Adjust instruction and student placement based on progress monitoring assessment data analyzed three times per year, and all formative data.	Adjust instruction and student placement based on progress monitoring assessment data and all formative data, analyzed every 4-6 weeks.	Adjust instruction and student placement based on progress monitoring assessment data and all formative data, analyzed every two weeks.

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| INTERMEDIATE LEVEL 4-5 | Tier I | | Tier II Strategic Instruction | Tier III Intensive Intervention |
	English Language Arts	Content Reading		
LEARNERS	All students	All students	Generally 5%-10% of students, who need additional structured support .	Generally 1%-8% of students, who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II
INSTRUCTIONAL LEADER	English/ Language Arts teachers	Content teachers	Classroom reading teacher, specialized reading teacher, or a special education teacher specifically trained in reading intervention.	Teacher specifically trained in teaching reading, reading specialist, or special education teachers
TIME ALLOCATION **FOR READING:** **FOR WRITING:**	Daily 60 minutes minimum or one instructional period of explicit instruction using diverse texts. 45-90 minutes daily for writing--spelling, word study, etc.	Provided within scheduled content-area classes	30 minutes of strategic reading instruction daily to reinforce skills taught in Tier I instruction.	Supplant core instruction with 90-120 minutes of intensive, explicit instruction designed to meet individual needs, guided by data. Optimal to include students in Tier I literature
INSTRUCTIONAL COMPONENTS **FOR READING:** **FOR WRITING:**	Advanced decoding skills including word analysis, fluency, vocabulary (including word/root origins), reading strategies, critical thinking and comprehension. Use a combination of narrative and expository text. Narrative, informational, poetic, functional, writing process, writing traits, high frequency words, word patterns, etc	Focus on vocabulary and comprehension strategies appropriate for reading and understanding Expository text.	Phonemic awareness, phonics, fluency, vocabulary, comprehension (any or all components as indicated by assessment data).	Phonemic awareness, phonics/structural analysis, fluency, vocabulary, comprehension (any or all components as indicated by assessment data).

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INTERMEDIATE LEVEL 4-5	Tier I English Language Arts	Content Reading	Tier II Strategic Instruction	Tier III Intensive Intervention
GROUPING STRUCTURE	Flexible (whole group, small group, partners)	Flexible (whole group, small group, partners)	Homogeneous groups of 3-6 students (optimal)	As recommended by special education or reading teacher, groups of 3-5 students
INSTRUCTIONAL PROGRAM	Standards-based grade level instruction using programs with proven effectiveness. All instructional decisions based on assessment.	Standards-based grade level instruction using programs with proven effectiveness. All instructional decisions based on assessment.	Standards-based, explicit instruction to strengthen specific skills identified through Tier I assessments. Instruction uses research-validated strategies which have proven effective for identified need.	Explicit instruction at student's performance level using intervention or replacement program. Decisions based on assessment data.
ALIGN MATERIALS WITH STATE STANDARDS	Evaluate and align current materials and instruction with the Montana Content and Performance Standards.	Evaluate and align current materials and instruction with the Montana Content and Performance Standards.	Evaluate intervention materials for explicit, systematic instruction of the five essential reading components.	Evaluate intervention materials for explicit, systematic instruction of the five essential components of reading.
ADOPT/ADAPT/ AUGMENT INSTRUCTIONAL MATERIALS AND TECHNOLOGY	Select a scientifically research-based program and/or materials that support the Montana Content and Performance Standards in Communication Arts and diverse texts which includes these essential reading components: fluency, vocabulary (roots and affixes), reading strategies, critical thinking and comprehension and includes exposure to Native American culture through authentic historical and contemporary literature Include instructional components of writing	Select content materials that provide informational reading practices, having a format, design, and layout that is "*user-friendly*"	Select research-based materials that provide leveled instruction in the essential reading components with proven effectiveness for use with at-risk readers	Select a research-based intensive intervention program, either comprehensive or by components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk and/or students with reading disabilities

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INTERMEDIATE LEVEL 4-5	Tier I English Language Arts	Content Reading	Tier II Strategic Instruction	Tier III Intensive Intervention
PROVIDE PROFESSIONAL DEVELOPMENT ECT.,	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, including the Seven Essential Understandings for Indian Ed for All and strategies for explicit and differentiated instruction. Also provide professional development in writing, such as *Six Traits* or *Step Up To Writing.*	Provide professional development to help teachers provide effective content area instruction.	Provide professional development before and during the implementation of the program to help teachers provide effective strategic instruction.	Provide professional development before and during implementation of the program to help teachers provide effective intervention instruction.
ASSESS STUDENTS • **Formative** • **Summative**	-Screening assessments -Diagnostic assessments -Progress Monitoring Assessments (minimum three times a year) -Outcome assessments	Monitor progress (in-program assessments, unit tests, daily performance)	-Screening assessments -Diagnostic assessments -Progress monitoring assessments (every 4-6 weeks) -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (every week or two) -Outcome assessments
IMPLEMENT THE PROGRAM	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to teachers	Provide emphasis on developing vocabulary and background knowledge	Provide ongoing staff support, including time for planning and collaboration. Provide effective coaching and/or mentoring to teachers	Provide ongoing staff support, including time for planning and collaboration. Provide effective coaching and/or mentoring to teachers
ADJUST INSTRUCTION	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data	Adjust instructional program based on formative and summative data	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data

Effective Adolescent Literacy Instruction: Grades 6-12

Respected educational researchers met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education to identify a set of recommendations for meeting the needs of adolescent learners in middle and high school, *Reading Next.* Based on the findings from *Reading Next,* the MT RTI Project, and the MT Division of Education and Opportunities work in School Improvement, MSRP adolescent literacy instruction will consist of the following key elements of effective adolescent literacy programs: direct, explicit comprehension instruction; effective instructional principles embedded in content; motivation and self-directed learning; text-based collaborative learning; strategic tutoring; diverse texts; intensive writing; a technology component; ongoing formative and summative assessment of students; extended time for literacy; professional development; teacher teams; leadership; and a comprehensive and coordinated literacy program. In addition, *Academic Literacy Instruction for Adolescents* (Torgesen et al. 2007) recommends six essential areas of growth in knowledge, reading, and thinking skills for students in grades 6 through 12: reading fluency, vocabulary knowledge, content knowledge, higher-level reasoning and thinking skills, cognitive strategies specific to reading comprehension, and motivation and engagement.

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Secondary Level 6-12	Tier I English Language Arts	Content Reading	Tier II Strategic Instruction	Tier III Intensive Intervention
LEARNERS	All students	All students	Generally 5%-10% of students, who need additional structured support.	Generally 1%-8% of students, who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I and II.
INSTRUCTIONAL LEADER	English/Language Arts teacher	Content teacher	Classroom reading teacher, specialized reading teacher, or a special education teacher specifically trained in reading intervention.	Teacher specifically trained in teaching reading, reading specialist, or special education teachers.
TIME ALLOCATION	One instructional period of explicit English/Language Arts	Provided within scheduled content-area classes	Strategic reading instruction in core and content classes	Supplant core instruction with one or more instructional periods of intensive, explicit instruction specifically designed to meet individual needs and guided by data (an acceleration program).
INSTRUCTIONAL COMPONENTS	Focus on nine key elements of effective adolescent literacy: direct, explicit comprehension instruction, effective instructional principles embedded in content, motivation and self-directed learning, text-based collaborative learning, strategic tutoring, diverse texts, intensive writing, technology component, ongoing formative assessment of students.	Focus the n nine key elements of effective adolescent literacy.	Focus on the nine key elements of effective adolescent literacy.	Focus on appropriate developmental level literacy components, which may include the nine elements of adolescent literacy and/or the essential components of reading instruction.

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Secondary Level 6-12	Tier I English Language Arts	Content Reading	Tier II Strategic Instruction	Tier III Intensive Intervention
GROUPING STRUCTURE	Flexible (whole class, small group, partners)	Flexible (whole class, small group, partners)	Flexible (whole class, small group, partners)	As recommended by intervention program or <16 students per teacher
INSTRUCTIONAL PROGRAM	Standards-based, grade level, explicit instruction incorporating the key elements of effective adolescent literacy using research-based practices.	Standards-based, grade level, explicit instruction incorporating the key elements of effective adolescent literacy using research-based practices.	Standards-based, grade level, explicit instruction incorporating the nine key elements of effective adolescent literacy using research-based practices to strengthen specific skills identified as weak in Tier I.	Explicit instruction at student's performance level using intervention or replacement programs.
ALIGN MATERIALS WITH STATE STANDARDS	Evaluate and align current materials and instruction with Montana Content and Performance Standards and the nine key elements of adolescent literacy instruction.	Evaluate and align current materials and instruction with Montana Content and Performance Standards and the nine key elements of adolescent literacy instruction.	Evaluate intervention materials for explicit, systematic instruction of the nine key elements of effective adolescent literacy instruction.	Evaluate intervention materials for explicit, systematic instruction for the nine key elements of effective adolescent literacy instruction and the five essential components of reading instruction.

Secondary Level 6-12	**Tier I** English Language Arts	Content Reading	**Tier II** Strategic Instruction	**Tier III** Intensive Intervention
ADOPT/ADAPT/ AUGMENT INSTRUCTIONAL MATERIALS	Select a scientifically research-based program and/or materials that support the Montana Content and Performance Standards in Communication Arts and diverse texts which includes these essential reading components: fluency, vocabulary (roots and affixes), reading strategies, critical thinking and comprehension and includes exposure to Native American culture through authentic historical and contemporary literature.	Select content materials that provide informational reading practices, having a format, design, and layout that is "user-friendly."	Select a research-based intervention program that provides age appropriate reading instruction in the nine key elements of effective adolescent literacy instruction.	Select a research-based intensive intervention program, either comprehensive or by components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk and/or students with reading disabilities.
PROVIDE PROFESSIONAL DEVELOPMENT	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, including the Seven Essential Understandings for Indian Ed for All and strategies for explicit and differentiated instruction. Also provide professional development in writing.	Provide Professional Development to help teachers provide effective content area instruction.	Provide professional development before and during the implementation of the program to help teachers provide effective strategic instruction.	Provide professional development before and during implementation of the program to help teachers provide effective intervention instruction.

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Secondary Level 6-12	Tier I English Language Arts	Content Reading	Tier II Strategic Instruction	Tier III Intensive Intervention
ASSESS STUDENTS	-Screening assessments -Outcome assessments	Monitor progress (in-program assessments, unit tests, daily performance)	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments -Outcome assessments	-Screening assessments -Diagnostic assessments -Progress Monitoring assessments (weekly/bimonthly optimal) - Outcome assessments
IMPLEMENT THE PROGRAM	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to teachers.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to teachers.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to teachers.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching and/or mentoring to teachers.
ADJUST INSTRUCTION	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.	Adjust instructional program based on formative and summative data.	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.	Adjust instruction and student placement based on progress monitoring assessment data and all formative and summative data.

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Literacy in the Content Areas

All teachers are teacher of reading and writing. Students must read and write in every subject area. Content area teachers can contribute substantially to the school-wide reading goals. This applies to all content areas and specifically to science, history and math teachers. The 2004 Reading Next Report from the Carnegie Corporation lists fifteen elements that can improve middle and high school literacy. The second element is "effective instructional principles embedded in content, including language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills specific to their subject area.

A school must approach literacy instruction with a team approach to increase all students' literacy skills. Professional development can provide content area teachers with specific strategies that enable students to access content area texts. It is the responsibility of all teachers to provide engaging opportunities to learn. While reading and in the content areas all students, especially those who struggle, must become engaged in the subject matter. Content area teachers have an opportunity to help struggling learners become enthusiastic and interested in the reading materials. Specific literacy instruction in the content areas can give all students the skills they need to succeed in the classroom as the demand for reading and writing increases.

Reading Instruction for Special Education

Every student deserves to be placed in the most inclusive learning situation and every student deserves to receive instruction at his or her highest possible capacity. However, some students, including those with identified disabilities, will demonstrate persistent reading difficulties, even though they benefit from a supportive home environment and receive excellent reading instruction at school. Such students will benefit from Tier II or III small group skills-based instruction that is aligned and coordinated with the classroom instruction and based on the Montana Content Standards and Performance Descriptors.

"Special education students do not necessarily need instruction that is substantially different from that which everyone else is receiving. Rather, they may need the instruction to be fine tuned to fit their individual learning needs. What constitutes good special education lies in the intensity and focus of instruction" (Moats, 2002). "There is little evidence that children experiencing difficulties learning to read, even those with identifiable learning disabilities, need radically different sorts of supports than children at low risk, although they may need much more intensive support" (Snow, Burns, & Griffin, pg 3, 1998).

It is important to include students with disabilities in Tier I whole class literature instruction as determined by the individual education plan (IEP). With adaptations, such as reading aloud, partner reading, digital text display or books on tape for the visually impaired, *all* students can learn from the same stories, poems, myths, etc. This access to the general education instructional program lays the foundation for a shared literary heritage and cultural literacy among all learners.

Schools that have a need for special educators and reading specialists are urged to place high-quality professionals in these positions. The budget may need to be supported, funds may need to be leveraged, to make it possible to provide struggling learners with the specialists they urgently need. Responsibilities must be clearly defined to ensure collaboration between classroom teachers, special educators, and reading specialists.

"Effective special educators have a repertoire of strategies to use, making adjustments or changes along the way based on student performance. They also have a wealth of knowledge about the reading process and how students learn so they can fine-tune instruction for individual students. Key to making good instructional decisions is a well-developed assessment routine that provides continuous diagnostic information about student progress. In addition, the special education teacher who serves as an inclusion specialist must artfully work within and around the Communication Arts instruction of the general education classroom. This may entail blending into the activities that are occurring, assisting the classroom teacher with literacy instruction, consulting with the teacher, and, most importantly, providing specialized instruction for specific students to ensure their learning needs are met" (Haager & Klingner, 2004).

Instructional Resources for Montana State English Language Learners (ELL)

and for English Language Development (ELD)

English Language Learners (ELL) face special challenges in developing literacy skills in English. They may not be able to hear or distinguish between all of the sounds in the English phonological system, making it difficult to develop the graphophonic cueing system. As if that were not enough, their still-developing understanding of English language structure and grammar presents difficulties in using the syntactic cueing system in making meaning out of print. The Montana State K-12 Reading Model and its Three-Tier Instructional Plan is effective and inclusive of all students (Constantino,1999; Snow, Burns, & Griffith, 1998).

Effective Teachers of Second Language Students:

- Utilize the English Language Development Standards as well as the GLEs to plan instruction;
- Utilize multiple measures to monitor progress;
- Monitor the progress of each student regularly;
- Use visual representations, modeling, pantomime, etc. to access multiple modalities;
- Model expected outcomes during instruction;
- Always use positive reinforcement; lower the affective filter;
- Assess English Language Development proficiency early and intervene early;
- Regularly access current research in teaching second language students;
- Know that effective ELD strategies are effective for all students;
- See the ELD Standards as an "on-ramp" to proficiency in reading and writing; and
- See second language students as having an added gift of a second language, and not as deficient because of their lack of English skills.

Assessment and Data-based Decision Making

High performing schools are characterized by......

Phase	Birth to Upon Entrance to School	K-5	6-8	9-12
Exploring	An annual assessment plan has been developed and assessment procedures are clearly in place (when, where, who) for the four assessment types*.			
Exploring	A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner.			
Implementing	Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types*.			
Implementing	Not applicable	LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP.		
Implementing	Early learning programs and LEAs have a specific plan for improving scores for disadvantaged students.	LEAs have a specific plan for improving scores for disadvantage groups.		
Implementing	Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner.			
Implementing	Progress monitoring is systematic, documented, and shared among staff.			
Implementing	Diagnostic procedures are systematic, documented, and shared with educators in a timely manner.	Diagnostic procedures are systematic, documented, and shared quickly with educators who are working with the individual student.		
Exploring	A school data collection system is in place and technology support is available.	School data collection system is in place and technology support is available at district/school level.		

	On-site Leadership Implementation Teams and Grade Level Teacher Teams are established and meet at least twice a month.	A data analysis team is established and meets twice a month.
Exploring		
Implementing	Fidelity of assessment administration is regularly verified (checklists, outside observations, random checks).	
Implementing	Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress.	

Assessment is the process of collecting, reviewing, and using information to form instructional decisions (Ferriter-Smith, Hunsaker, & Beebe-Frankenberger, 2009)Montana's K-12 Reading Model is grounded in assessment. Multiple evaluation and assessment strategies are used to monitor and modify instruction in order to meet student needs, including assessment for learning and assessment of learning. All instructional decisions are based on assessment results. The results of assessments are used to improve instruction and to increase student achievement. Assessments help teachers identify students who are meeting the reading standards, those who may soon experience reading difficulties, and those who are already falling behind, so that proper instruction may be provided quickly in Tiers I, II, or III. No single assessment provides enough information for teachers to make informed instructional decisions, therefore multiple assessment measures should be used to monitor and modify instruction in order to meet student needs. Data generated by assessments can only be as reliable as the extent to which the assessments are implemented in a consistent and standardized way.

Formative assessment *is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics.* (Popham, 2008, p.6) Heritage

Formative assessment is not a thing-it is not a single test given to students to see what they have learned for the purpose of grading, placement, or classification. That is the function of summative assessments like an end-of-unit classroom test, the quarterly benchmark test, or the annual state test. Instead, formative is a process that occurs during teaching and learning and involves both teachers and students in gathering information so they can take steps to keep learning moving forward to meet learning goals. (Heritage, 2010, p. 8)

Summative evaluation tests (are) those assessments given at the end of units, mid-term and at the end of a course, which are designed to judge the extent of students' learning of the material in a course, for the purpose of grading, certification, evaluation of progress or even for researching the effectiveness of a curriculum. (Bloom, et al., p. 117).

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Montana Comprehensive Assessment System

The Montana Comprehensive Assessment System (MontCAS) includes a Criterion-Referenced Test, a Criterion-Referenced Test-Alternate, and an English Language Proficiency Test.

- The Criterion-Referenced Test (CRT) and Criterion-Referenced Test-Alternate (CRT-Alt) are aligned to Montana content standards. The CRT-Alternate is based on Alternate Achievement Standards (AAS).
- Data on test results and participation are available on the Montana Report Card site. Additional test result data are on the OPI IRIS test report site.

http://www.opi.mt.gov/Reports&Data/index.html?gpm=1_9
http://www.opi.mt.gov/curriculum/MontCAS/index.html?gpm=1_10&pnl=3_3

Grade 4 Reading CRT

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Grade 8 Reading CRT

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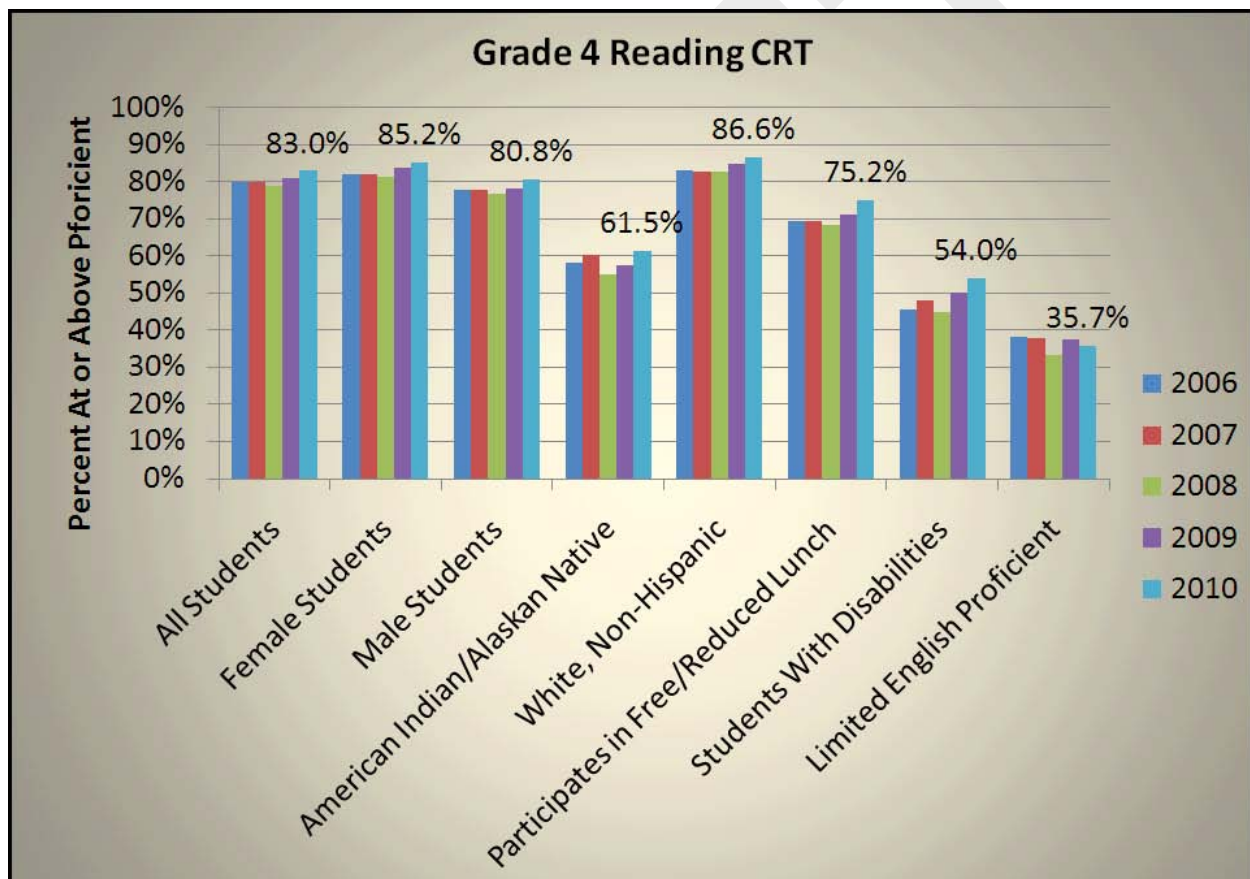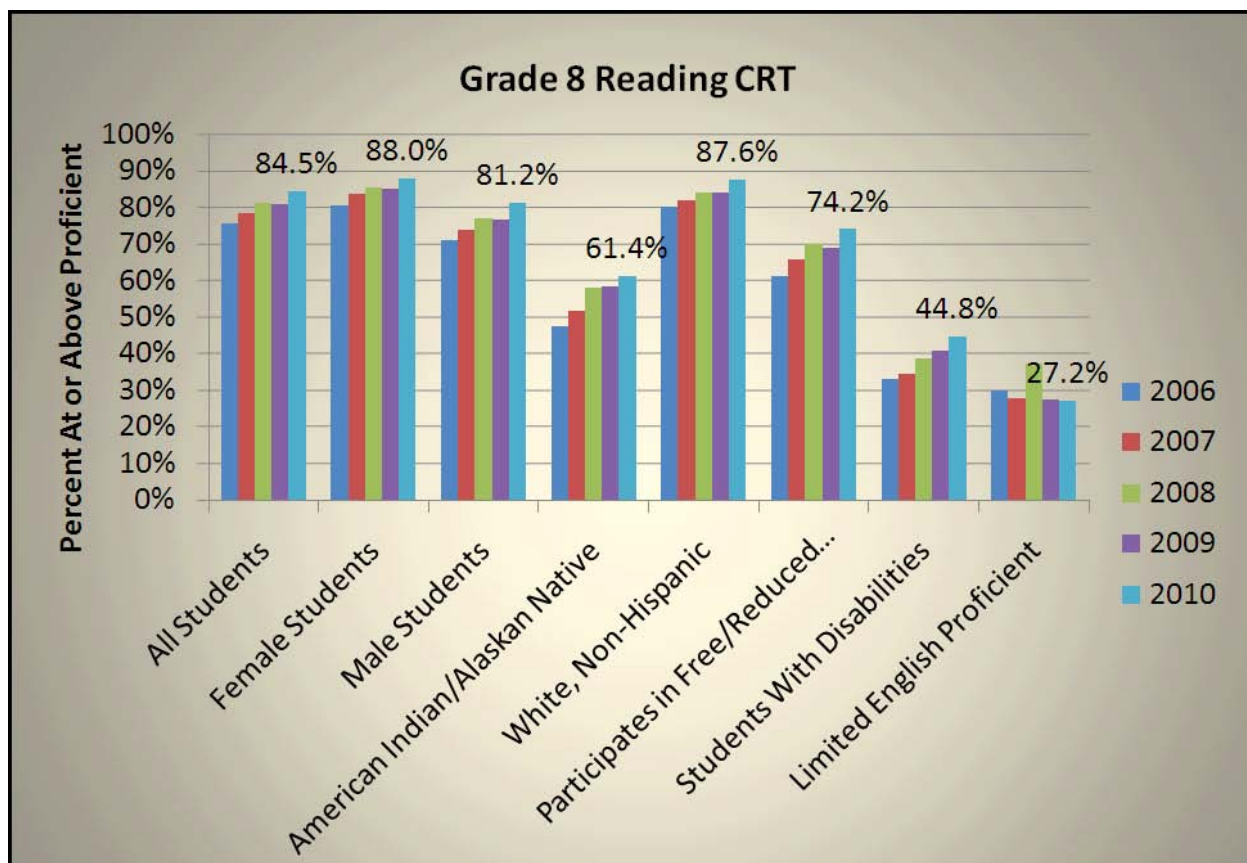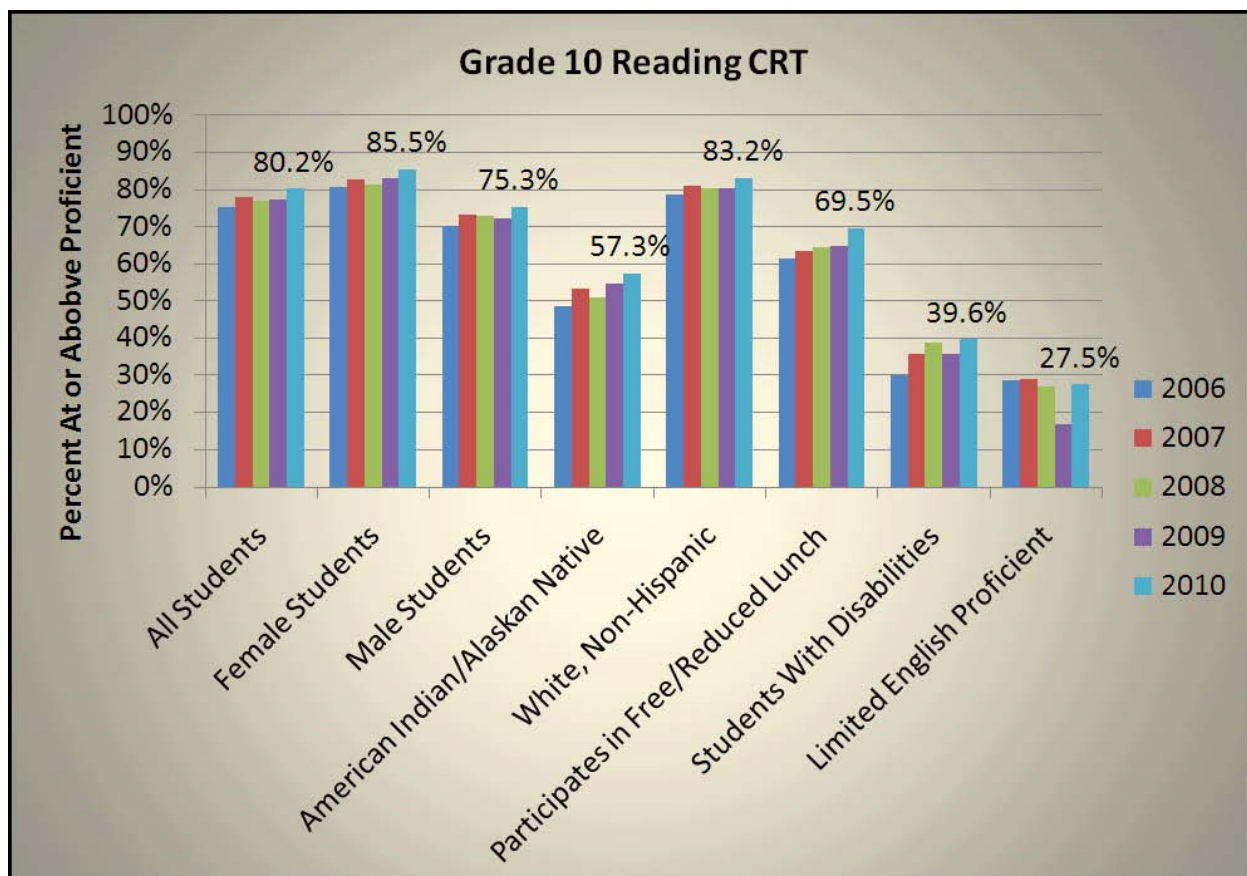
The National Assessment of Educational Progress (NAEP) is a congressionally mandated project overseen by the National Center for Education Statistics (NCES) to continuously monitor knowledge, skill, and performance of the nation's children and youth. As the "Nation's Report Card," NAEP measures and reports on a regular basis what America's students know and can do in core subjects like reading, mathematics, writing, and science. For more information, visit http://nationsreportcard.gov

Beginning in 2003, the *No Child Left Behind Act*, passed by Congress in 2001, requires NAEP assessment to be administered in reading at grades 4 and 8 every two years. States and school districts that receive Title I federal funding to aid educationally disadvantaged students in high poverty areas must participate in these assessments

2003-2009 NAEP Reading, Montana, Grade 4, Percent At or Above Proficient by Major Subgroups

NSLP = National School Lunch Program participants
SD = Students with disabilities
ELL = English language learners

Gr 04
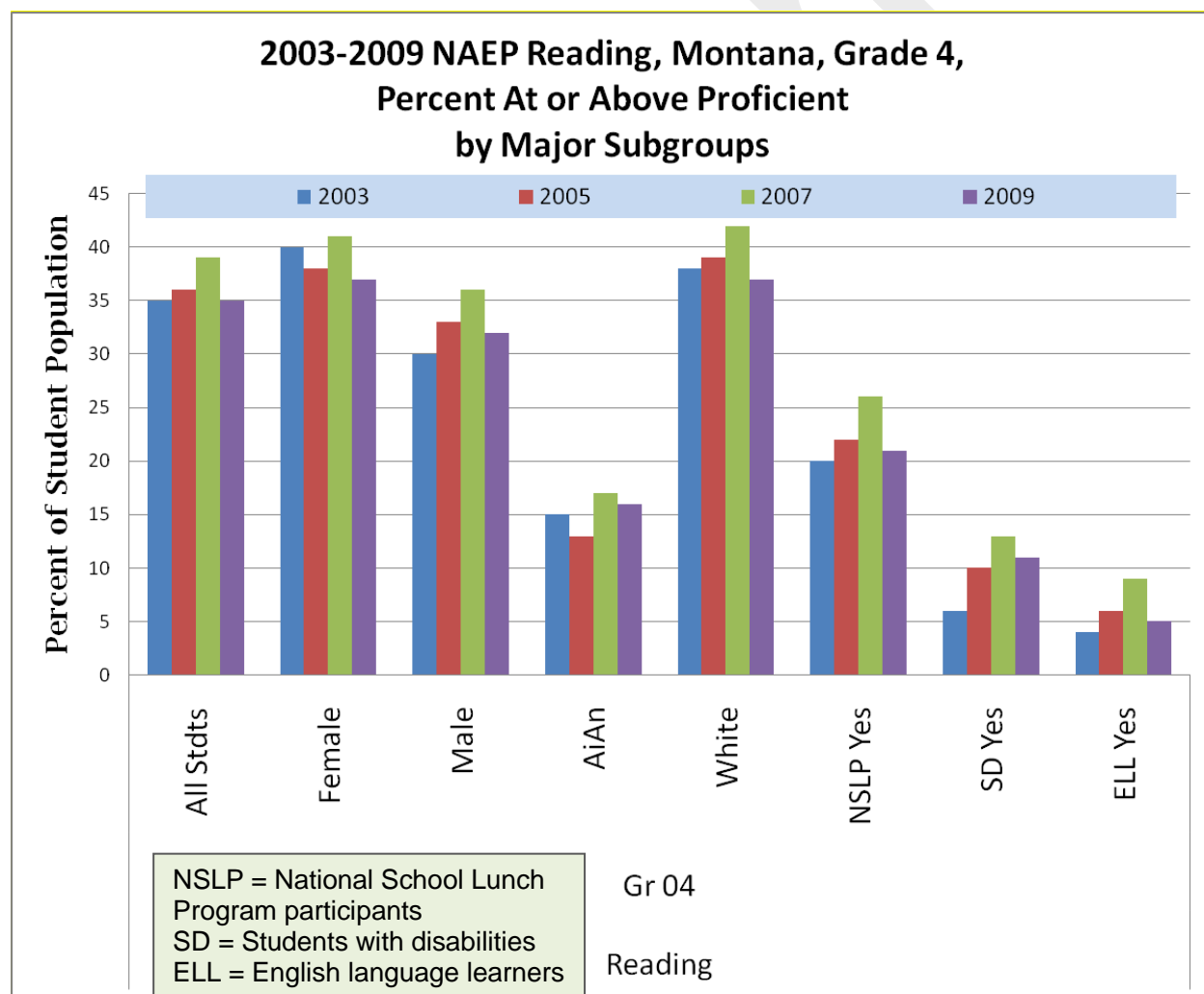
Reading

2003-2009 NAEP Reading, Montana, Grade 8, Percent At or Above Proficient by Major Subgroups
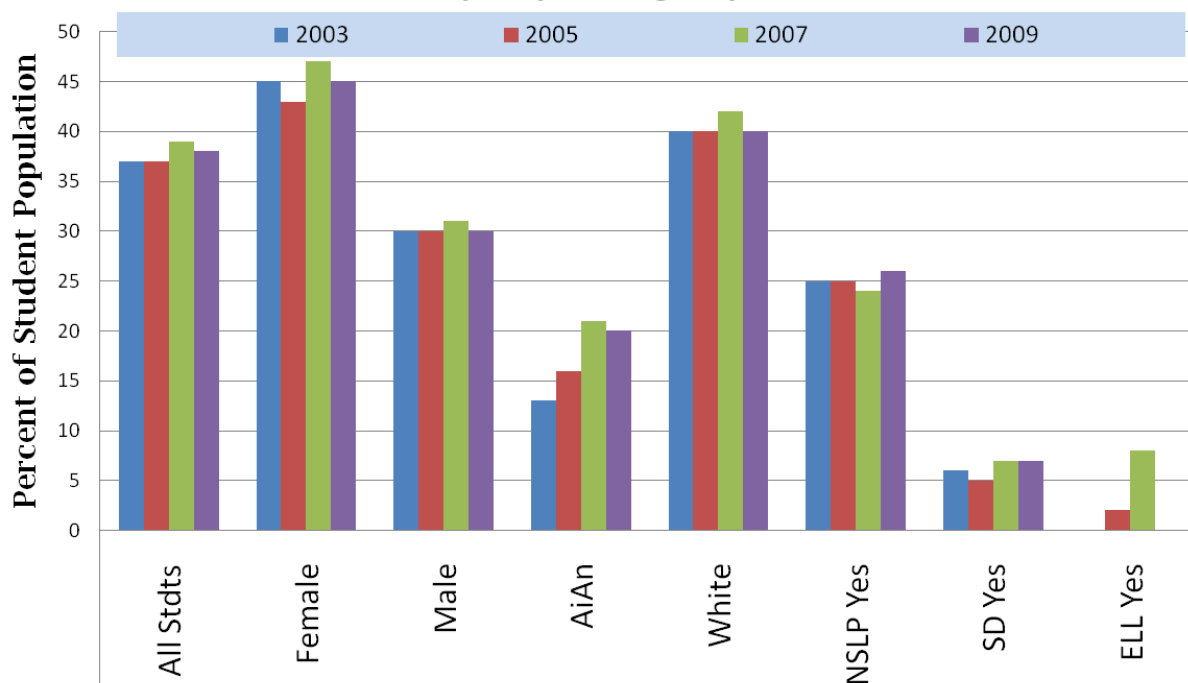
Legend: 2003 · 2005 · 2007 · 2009

Y-axis: Percent of Student Population (0–50)

X-axis categories: All Stdts, Female, Male, AiAn, White, NSLP Yes, SD Yes, ELL Yes

NSLP = National School Lunch Program participants
SD = Students with disabilities
ELL = English language learners

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	Formative Assessment *for* Learning	Summative Assessment *of* Learning
Primary Users	students, teachers, parents	teachers, supervisors, program planners, policy makers
Reasons for Assessing	Promote increases in achievement to help students meet standards; support ongoing growth; for making instructional decisions to respond to student needs	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for purposes of reporting; grading, advancement, graduation
Focus on Assessment	Specific achievement targets selected by teachers to build toward standards	Achievement standards for which schools, teachers and students are held accountable
Driving Priority	Improvement	Accountability
Place in Time	Process during learning	Event after learning
Forms of Assessment	Informal observation, homework, demonstrations, performance, paper and pencil	Formal tests, projects, performances, term papers, paper and pencil
	Formative Assessment *for* Learning	**Summative Assessment *of* Learning**
Teacher's Role	Transform standards into classroom targets; inform students of targets; build assessments; adjust instruction based on results;	Administer the test carefully to assure accuracy; use results to inform students if standards were met; interpret results for parents; build assessments

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	involve students in the assessment process	for report card grading.
Student's Role	Help in setting goals; act on classroom assessment results in order to improve achievement	Study to meet standards, take the test, strive for the highest score and avoid failure

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System of Assessments

Assessment is the process of collecting, reviewing, and using information to make educational decisions about student learning. The type of information collected is determined by the intended use of the results or type of decision that is needed. An effective skills-based reading or written expression program should include the following kinds of assessment: screening, benchmark, progress monitoring, diagnostic, outcome, and informal. Some assessments can be used for multiple purposes.

Screening Assessments involve all children and are usually done at set benchmark points such as the beginning and middle of the school year or the end of a unit in a core program. Screenings are quick and efficient measures of overall ability or efficient measures of *critical skills* known to be strong *indicators* that predict student performance in a specific subject.

Diagnostic Assessments help teachers plan instruction by providing in-depth information about students' skills and instructional needs. Diagnostic assessments are individually administered to students at risk for failure and provide specific information needed to guide appropriate instruction.

Progress Monitoring Assessments involve frequent measurement to determine whether students are making adequate academic progress toward a specific preset goal with critical skills and current instruction. These assessments should be administered as part of the instructional routine: weekly, biweekly, or monthly depending on student need. The more intense the intervention (Tiers 2 and 3), the more frequently progress monitoring should occur.

Outcome Assessments provide an evaluation of the effectiveness of instruction and indicate student year-end academic achievement when compared to grade-level performance standards. These assessments are administered to all students at the end of a grading period and/or school year.

Informal Assessments provide additional information about student learning to assist educators in meeting the needs of students. Teachers and specialists often use this type of assessment to determine if further diagnostics are indicated in a certain area.

Assessment Fidelity

Data generated by assessments can only be as reliable as the extent to which the assessments are implemented in a consistent and standardized way. Again, without measuring the fidelity of assessment implementation, student responses cannot be evaluated with any reliability. Student test results depend upon assessments being implemented and scored correctly. Ways to check integrity of assessment implementation include assessor checklists, outside observation, and random checks of scoring accuracy. Of course, initial training for an assessment tool should include practice to competency in administering the assessment. Periodic "booster sessions" where assessors are retrained on assessments are an important way to prevent "drift" in the way assessments are implemented and scored. Most assessments include administration checklists that can be used for integrity checks.

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System of Screening Assessments to Inform Instruction

All schools should have in place a system of screening students to ensure proper placement of all students K-12. The criterion referenced test (MontCAS) data can be used to place students in the proper instructional setting. In addition, other assessments can be used such as the Core Phonics Survey or AIMSweb.

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Four Types of Reading Assessments in the Montana Literacy Plan

SCREENING	• Used for early identification of both at-risk readers and grade-level readers • Must test the grade level appropriate skill • All Pre K-6 students (Pre K-12 optimal) are screened when school begins or upon arrival.

• Used to systematically monitor progress at least three times a year for all students K-12 • Used bi-weekly or monthly for students receiving Tier II or Tier III instruction • Provides teachers with information they need to modify instruction—effective instructors respond immediately to the needs revealed by progress monitoring assessments • Used to influence instructional decisions regarding flexible Three-Tier service options • Districts are encouraged to create triennial benchmark goals for monitoring progress against a standard. This includes goals for oral reading fluency for grades K-12. This may include goals for accuracy, comprehension, rate and/or word analysis within context. • Also includes ongoing formative assessments, including observations, quizzes, homework assignments, monitoring and responding to student questions • Assess with an alternate form of the same test to provide *consistent* data	**PROGRESS MONITORING**

DIAGNOSTIC	• Provide more in-depth information regarding a student's particular strengths and deficits • Used to determine where the reading process for an individual student is breaking down so appropriate instruction or intervention plans can be developed and . implemented • Only diagnose those students who have been identified as reading below standard *and* who are not responding well to instruction • Diagnose older students who are scoring poorly on State reading subtests • Diagnose students who are reading more than two years below grade level • Some students will need specialists to provide specific assessments including language and/or speech/hearing assessments • Diagnostic tools must provide data that is interpretable and immediately accessible • Informal, criterion-referenced, and published norm-referenced tests are available

• Given at the end of the school term to all students in grades K-12 • Data used to identify students in terms of those who achieved Grade Level Expectations, those who made progress, and those who did not make progress • Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies • May be used as a tool to determine where more training and/or mentoring is needed • Use both norm-referenced and criterion-referenced assessments, if possible	**OUTCOME**

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As a school begins to write a comprehensive literacy plan for their students the following Montana RTI Self-Assessment can be used to guide the work. A district/school can use one of the components from the assessment or the entire document to determine current level of implementation and prioritize needs.

Montana RTI Self-Assessment

MONTANA RTI SELF-ASSESSMENT

School Community is Committed to the RTI Framework

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	**School Community Committed to RTI**	High	Medium	Low	Comments
				1.Administration supports RTI (allocation of funding, release time, training for staff, respect for team decisions)				
				2.Need for RTI team established and commitment gained among 70% or more of school staff				
				3.RTI processes, procedures and philosophy are included in school/district policy and handbooks for students, staff, and community				
				4.School/district allows time for personnel to effectively implement the RTI process (meeting time, professional development)				
				5.Parents and community members included in the school decision-making process				
				6. School board, district staff, and community understand the RTI Framework				
				7.School staff understand the RTI Framework and are ready for implementation				

RTI Essential Component: Ongoing Assessment

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	**Ongoing Assessment**	High	Medium	Low	Comments
				8. Universal screening system is in place to measure and monitor student progress				
				9. Diagnostic procedures are in place				
				10. Progress monitoring is systematic,				

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				documented, and shared among staff				
				11. Clear assessment procedures are in place (screening, diagnostic, progress monitoring, and outcome assessments)(when, where, who)				
				12. Processes are in place to check the integrity of assessment procedures (e.g. assessors checklist, outside observation, random checks)				

RTI Essential Component: Evidence-Based Curriculum and Effective Instruction

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	**Evidence-Based Curriculum and Effective Instruction**	High	Medium	Low	Comments
				13. School/district allocates funding for start-up materials to effectively implement the RTI process (e.g. evidence based reading and intervention programs and assessments)				
				14. School/district provides personnel to effectively implement the RTI process (e.g. instructional coach, para's, administration, data collection)				
				15. Teachers provide flexible grouping of students based on their ongoing identified needs to maximize student learning				
				16. Personnel are in place to effectively provide instruction at Tiers 1-3 in all grades implementing RTI				
				17. Necessary *time* has been allocated to provide instruction (core program and interventions)				
				18. Evidence-based reading programs address the 5 components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) explicitly and systematically				
				19. 3-5 School-wide positive behavior				

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				supports in place				
				20. Guidelines and expected behaviors are directly taught/reviewed throughout the school year in all classrooms and all settings				
				21. System for reinforcing positive behaviors is in place				
				22. System of consequences is in place				
				23. System established for teaching school-wide behavior supports				

RTI Essential Component: Collaborative Teaming

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	**Collaborative Teaming**	High	Medium	Low	Comments
				24.RTI team is established				
				25.RTI team meetings occur on a regular basis with consistent attendance				
				26.RTI team has developed written short-term and long-term data-based action plans using research based strategies				
				27.A referral process is in place to allow teachers to refer students who are beginning to display challenging behaviors (academic or social/emotional)				
				28.Staff can easily refer concerns to RTI team				
				29. Process in place for efficient integration of RTI team with other teams/initiatives (e.g. behavior, sped and Title I procedures, etc.)				
				30.Administrator is active and present for meetings/training				
				31.School teams receive on-going training on RTI and best practices				
				32.RTI team works with staff to remedy problems or breakdowns in implementation				

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RTI Essential Component: Data-based Decision Making

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	**Data-based Decision Making**	High	Medium	Low	Comments
				33. School data collection system is in place and technology support is available at school/district level				
				34. Data is collected to determine site needs and status • School staff surveys/questionnaires • Parent surveys/questionnaires • Incident reports/office referrals • Assessment tools (e.g. Universal Screening, Diagnostic Assessments, progress monitoring) • Observations				
				35. Staff Member(s) have been identified for collecting and disseminating data to teachers in a timely manner				
				36. Data is summarized and analyzed				
				37. Data is used for decision-making— creating action plans and interventions				
				38. Data collection system allows for **on-going** evaluation and decision making				
				39. "Discipline/Behavior Referral" form provides necessary information for effective use of behavior based data collection				
				40. Staff receives feedback on effectiveness of implementation of RTI process/practices				
				41. Individual student data routinely revisited to ensure at-risk students are making adequate progress				
				42. Student RTI team is established (also known as grade level teams, data teams, or subject area teams)				
				43. Student RTI team meetings occur on a regular basis with consistent attendance (also known as grade level teams, data teams, or subject area teams)				

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RTI Essential Component: Fidelity of Implementation

| Level of Implementation | | | | Feature | Priority for Improvement/Maintenance | | | |
Don't Know	In Place	Partially In Place	Not In Place	**Fidelity of Implementation**	High	Medium	Low	Comments
				44.Administrator is actively involved and knows the RTI processes (e.g. attends all trainings, involved in team meetings, knows the assessment procedures well, knows the reading and intervention programs well.)				
				45.Teachers teach reading/math programs as intended by publisher in order to maximize effectiveness				
				46.Scheduled and random, principal walk-throughs occur frequently				
				47.Instructional Coach/Specialist knows the programs and provides on-going support to teachers				
				48.Instructional Coach/Specialist is in the classrooms and is checking the fidelity of the instruction daily				
				49.Action plans are continually being reviewed and updated				
				50.Periodic whole system checks are in place				

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Professional Development

High performing schools are characterized by……

	Professional Development			
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	On-site Leadership Implementation Teams prepare and communicate with all staff on annual MLP professional development plan.			
Exploring	Early learning programs and LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.	LEAs allocate both funding and time for professional development opportunities to allow Grade Level Teacher Teams and educators to continually improve.		
Implementing	Professional development is based on the student needs and goals as evidenced by student data.			
Exploring	Educators have received adequate professional development on the evidence-based programs for teaching literacy.	Educators have received adequate professional development on the programs they are expected to teach.		
Exploring	On-site Leadership Implementation Teams and educators have received professional development on the four assessment types* and assessment procedures.			
Exploring	On-site Leadership Implementation Teams and educators have received professional development on the six early language and literacy components.	On-site Leadership Implementation Teams and educators have received professional development on the five components of reading*.		

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Implementing	Educators understand the developmental progression of early language and literacy development.	Educators understand the developmental progression of reading K-12 (understanding the difference of teaching "learning to read" and teaching "reading to learn").
Sustaining	Systems are in place for providing professional development for new staff with regard to the MLP.	
Implementing	Educators have access to systems of support including observations, coaching, mentoring, and problem-solving.	
Sustaining	Professional development facilitates the integration of most recent early language and literacy development research into the current teaching practices.	Professional development facilitates the integration of most recent reading/literacy research into the current teaching practices.
Implementing	Educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies.	

According to *Voice of Evidence of Evidence in Reading Research* ((McCardle & Chhabra, 2004) "In the context of a longitudinal, 4-year study of reading instruction in low-performing schools, we found relationships among teacher knowledge, teacher effectiveness, and student achievement variables. Data, obtained under difficult public school conditions, supported the common-sense assertion that teachers' knowledge and their ability to apply it affects student learning. Teachers reported in tape-recorded interviews that professional development; the presence of classroom coaches and observers; and the adoption of core, comprehensive programs were keys to their success. Courses and workshops, followed by classroom coaching promoted understanding of research findings about reading acquisition, the structure of the English language, and instructional methods supported by research. Our approach to professional development emphasized both content depth and teachers' active engagement in learning. Teachers' tolerance for lecture presentations was limited. Classes were successful when teachers prepared demonstrations for one another, read aloud with one another, worked as groups to answer questions, toured each other's classrooms, viewed videotapes of peers at work, or put themselves in the shoes of the children."

School districts should provide annual professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, including the seven Essential Understandings Regarding Montana Indians for All and strategies for explicit and differentiated instruction in literacy for all teachers K-12.

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School Districts must create a data-driven Professional Development Plan to provide effective literacy instruction which should be a component of the Continuous School Improvement Plan.

It is essential that professional development is provided for administrators to increase their knowledge about children's language and reading to strengthen instructional leadership.

Effective Professional Development

- Builds on the pre-service education gained in undergraduate and graduate courses

- Increases teacher content knowledge of the reading process including specific details about phonology, orthography, morphology, syntax, semantics, pragmatics, discourse structure, comprehension, and literary response and analysis (Moats, 2001)

- Facilitates the integration of newer reading research into the current teaching practices

- Focuses on effective teaching practices and strategies, such as explicit instruction, scaffolding, modeling, active engagement, guided practice, etc.

- Is both theory-based and job embedded (through modeling and coaching with explicit feedback for the learner)

- Involves the teacher in the planning and selection of professional development sessions

- Is based on the goals and needs of the students at the school, evidenced by data

- Allows time for teachers to discuss and reflect on the content and its application

- Takes into consideration the varying levels of need: not one-size fits all

- Considers the need for classroom management skills

- Colleagues hold discussions based on actual student work, directly linking new instructional practices to student learner outcomes

- Trains all staff in using the assessment tools and processes, including administration and scoring practice

- Is aligned with the state and national standards

- Includes scientifically based research and will utilize methods proven to be effective with all learners

- Utilizes on-site staff (teacher leader, instructional coach, curriculum specialist, administrator, etc.) to provide on-site professional development

- Provides opportunities for teachers to participate in Professional Learning Communities or study group discussions focused on current research, trends and/or best practices

- Encourages a culture of collaboration

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- Involves the principals and district leaders as learners, too

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Selection and Use of Evidence-based Reading, Writing, and Targeted Interventions

Knowledge Base and Analysis Techniques for Choosing a Scientifically Research-Based Reading Program

(Bessellieu, Cole, and Gutlohn; Side-by-Side K-12 Consulting 2008).

This assessment-based technical approach to professional education is unique in that it optimally starts off with *combined* instruction in the SBRR knowledge base and the concrete, hands-on analysis techniques critical for choosing a scientifically research-based reading program. According to Bloom (1956), applying text content (e.g., SBRR knowledge) to a new situation results in greater depth of learning.

Reading is usually done for a purpose, to achieve some end. By combining instruction in the SBRR knowledge with instruction in textbook analysis, the purpose for learning about SBRR becomes more obvious or clear. In addition, the purpose becomes more relevant to what participants are doing in the classroom, a "real-world" situation. According to the RAND Reading Study Group (2002), if readers fail to see the relevance of a reading activity, they may not read purposely, thus compromising their comprehension of the text.

The investment in identifying reading programs that align with research and fit the needs of learners will reap long-term benefits for students' reading acquisition and development. Therefore, the selection and adoption of a effective, research-based core, supplemental, or intervention reading program is a critical step in the development of an effective school-wide comprehensive reading model (Simmons and Kame'enui 2003; Simmons, Kame'enui, Beck, Brewer, and Fien 2005). If an effective reading program is chosen at the outset, the coaching and technical assistance necessary for implementing that program can focus more on instructional delivery and other nuances rather than on curriculum fix-up strategies.

"Enormous amounts of money are spent yearly by schools on vendor's products, most of which are totally lacking in demonstrated efficacy. Districts and teachers should analyze texts against what is known about reading instruction. Only reading programs that incorporate practices and materials validated by research should be adopted for general use." —*Teaching Reading Is Rocket Science* (Moats 1999)

One of the professional education objectives of this model consists of providing in-service in effective classroom management for delivery of core, supplemental, and intervention reading programs. Prerequisite to success of this in-service is that a reading program itself reflects SBRR components (i.e., letter knowledge, phonemic awareness, phonics, fluency, vocabulary, comprehension) and practices. We believe that in addition to focusing on these components and practices directly, the components and practices should *also* be taught and reinforced by *applying* them to the evaluation and selection of core, supplemental and intervention reading programs.

In order to evaluate a particular program's alignment with SBRR, participants must first have in-depth knowledge and understanding of the individual reading components (i.e., letter knowledge, phonemic awareness, phonics, fluency, vocabulary, comprehension). To accomplish this goal, the training will utilize CORE's *Teaching Reading Sourcebook, Second Edition* (Honig, Diamond, and Gutlohn 2008) to provide participants with a research-informed knowledge base and explicit, direct sample lesson models. Participants will then learn how to use what they have learned to analyze reading programs they have already identified as potential purchases. They will actively and collaboratively learn to compare the research-based information and explicit lesson models in the Sourcebook with each of the programs they are considering. In addition, participants will look at the text selections in the programs' readers or anthologies to evaluate amount and quality of the multicultural selections, especially as they pertain to American Indians. The entire analysis process will strengthen participants' understanding of SBRR and optimally result in the selection of an effective, high-quality reading program.

The main goals of this in-service are as follows:

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•	To increase participants' knowledge of scientifically based reading research components (i.e., letter knowledge, phonemic awareness, phonics, fluency, vocabulary, comprehension) in order that they may identify reading programs that align with this research

•	To improve participants' techniques in reading program analysis. Publishers advertising claims are often confusing and misleading, materials are difficult to evaluate, and claims of effectiveness are almost impossible to verify (Osborn, Stahl, and Stein 1997).

•	To enhance participants' purpose and level of engagement by providing a unique, motivational instructional context for learning—becoming a wise and informed consumer of reading programs.

Fidelity of Implementation

Fidelity of implementation is defined as the accurate and consistent application of an agreed upon procedure. In order for an outcome to be attributed to a plan, it is necessary to know if the plan was implemented at all, and then implemented as planned on a consistent basis. When plans, methods, or programs are implemented as planned, outcomes and data are established as being reliable and valid. In order for schools to establish accountability for student outcomes, it is critical to evaluate and document fidelity of implementation.

Teacher Education Program Suggestions

•	Teacher education coursework should include increased exposure to content-area methods and increase understanding of the developmental progression of reading K-12—understand the difference of teaching 'learning to read' and teaching 'reading to learn'.

•	Teacher education programs should include coursework on historical as well as current research on the process of teaching reading, trends, data and methods.

•	Teacher education programs should include instruction on collection of valid and reliable assessment data from multiple sources and synthesis of that data to be used in data-based decision making as it relates to instruction and use of the RTI Three-Tiered Intervention model for differentiation of instruction.

•	Teacher education students should receive increased practicum time and requirements in undergraduate coursework with an emphasis on the importance of fidelity and the use of research-based programs.

•	Teacher education students should have a solid understanding of theoretical reading principles, child development and the interrelationship of these two areas as they relate to the implementation of practical teaching experiences and best practices.

- Teacher education students should receive methods courses which include a strong theory-to-practice component, which will provide them with a strong knowledge base of a wide variety of research-based theoretical principles.

- Teacher education students should receive sufficient quality instruction in reflectively planning meaningful, explicit instruction for different grade levels based on the research-based theoretical principles.

- Teacher education students should receive teaching and learning experiences within their methods courses which emphasize both connection and application of coursework and practical hands-on experiences in real-world teaching environments.

- Teacher preparation programs should be encouraged to adopt and implement the RTI Three-Tiered Intervention model for us in addressing differentiation needs of their students, the pre-service teachers.

- Teacher education programs should be encouraged to adopt a three-tiered yearly program effectiveness evaluation:

  o New teachers evaluation of their pre-service program.
  o Evaluation by school personnel regarding their impression of the teacher education program effectiveness as related to the effectiveness and preparedness of their new teacher hires.

Evaluation by the OPI of the in-state teacher education programs as related to the teacher

preparation standards: opi.mt.gov/pdf/Accred/09PEPPSManual.pdf

System-Wide Commitment

According to Fullan and Miles (Fullan & Miles, 1992), education reform is a major source of hope for solving the issues with student achievement that schools are facing today. System reform is complex and must focus simultaneously on the development of interrelationships of the main system components. Reform must also focus not just on structure, policy, and regulations, but also on deeper issues of culture of the system. Therefore, large-scale change must be implemented locally and be a learning process in which a deep sense of ownership is built through the learning. The restructuring of multi-faceted organizations, such as LEAs and Head Start programs, cannot be prescribed in advance. The actions required are those of scanning the school and its environment for resources and matching them to existing needs, acquiring resources, reworking existing structures, creating time through schedule changes, and overall building of local capacities through the ongoing development of the resources and capacity. Substantial effort is required of the leadership to monitor implementation; they must keep everyone informed of what's happening, link multiple change projects, and solve problems that arise along the way

High performing schools are characterized by……

System-wide Commitment				
Components	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	Early learning programs and LEAs utilize clear continuous improvement cycle to assess progress toward the literacy performance targets set in the MLP and the LEAs Action Plans.	LEAs have a clear continuous improvement cycle and assess annual progress toward achievement of the LEAs literacy goals.		
Exploring	Educators, unions, and other community partners understand and are committed to the MLP.			
Exploring	A multi-tiered system of support to provides guidance for delivering comprehensive, effective evidence-based literacy instruction and assessment procedures for all students.			
Implementing	Early learning programs and LEAs facilitate collaboration among all educators across levels.	LEAs facilitate collaboration among all educators at all grade levels.		

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Implementing	On-site Leadership Implementation Teams and educators analyze data from the four assessment types* to make informed decisions to support the implementation of the MLP.	On-site Leadership Implementation Teams and educators analyze results from state, district, and school reading assessments to make informed district-wide decisions based on needs for improvement.
Sustaining	Early learning programs and LEAs utilize communication procedures to ensure fluid transitions from class-to-class, grade-to-grade, and school-to-school.	LEAs align other area programs/schools to provide fluid transitions from class-to-class, grade-to-grade, and school-to-school.
Implementing	Existing complementary initiatives are integrated into the MLP such as MBI* and RTI* and conflicting initiatives have been extinguished.	

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Community and Family Involvement

High performing schools are characterized by......

Community and Family Involvement				
Phase	**Birth to Upon Entrance to School**	**K-5**	**6-8**	**9-12**
Exploring	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in early language and literacy development of children.	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education are recognized as community partners in literacy development of children.		
Exploring	Early learning programs and LEAs understand the importance of school, family, community partnerships and nurture reciprocal relationships with families.	LEAs understand the importance of school, family, community partnerships and develop reciprocal relationships with families.		
Implementing	Early learning programs and LEAs have systems in place for helping families support their child's learning at home.	LEAs have a system in place for helping families support children's learning at home.		
Implementing	Early learning programs and LEAs have systems in place for effectively communicating with families in various	LEAs have a system in place for effectively communicating with families in various and meaningful ways.		

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	and meaningful ways.		
Implementing	Parents are involved in the problem-solving process.	Parents and or students are involved in the problem-solving process.	
Implementing	Early learning programs and LEAs sponsor and promote literacy activities and events.	LEAs sponsor and promote literacy activities and events.	
Implementing	Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early learning programs to kindergarten.	Early learning programs and LEAs collaborate with each other and families to ensure smooth transitions from early education to kindergarten and from elementary to middle school.	LEAs collaborate with each other and families to ensure smooth transitions from elementary to middle school.	LEAs collaborate with each other and families to ensure smooth transitions from middle school to high school and high school to post secondary education.
Exploring	Early learning programs and LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.	LEAs ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language.	
Sustaining	Early learning programs and LEAs establish and maintain both formal and informal literacy	LEAs establish and maintain both formal and informal literacy partnerships with families and the private and public sector to provide support to students' development and career/college	

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	processes in partnership with families and the private and public sector to provide support to students' language and literacy development and school readiness.	readiness.
Sustaining	Early learning programs and LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.	LEAs recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.

Community and Family Involvement

	Birth to Upon Entrance into School	K-5	6-8	9-12
Stakeholders	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education recognize that all are stakeholders in the literacy development of children.	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education recognize that all are stakeholders in the literacy development of children.	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education recognize that all are stakeholders in the literacy development of children.	As beneficiaries of a literate society, educators, parents, community organizations, businesses, and post-secondary education recognize that all are stakeholders in the literacy development of children.
Communication And Outreach	Promote literacy activities/events and make information available about community literacy organizations and events.	Promote literacy activities/events and make information available about community literacy organizations and events.	Promote literacy activities/events and make information available about community literacy organizations and events.	Promote literacy activities/events and make information available about community literacy organizations and events.

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	Work to strengthen coordination among schools, early literacy programs, family literacy programs, public libraries and out-of-school time programs that provide services to students and/or families	Work to strengthen coordination among schools, early literacy programs, family literacy programs, public libraries and out-of-school time programs that provide services to students and/or families	Work to strengthen coordination among schools, early literacy programs, family literacy programs, public libraries and out-of-school time programs that provide services to students and/or families	Work to strengthen coordination among schools, early literacy programs, family literacy programs, public libraries and out-of-school time programs that provide services to students and/or families

	Birth to Upon Entrance into School	K-5	6-8	9-12
Family	Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language	Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language	Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language	Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including their home language
	Develop reciprocal relationships with families through home visits, parent/child activities, family involvement activities within the facility, and two way communications that are inclusive of all families	Develop reciprocal relationships with families through parent/school communication, parent/teacher conferences, and school/family involvement activities	Develop reciprocal relationships with families through parent/school communication, parent/teacher conferences, and school/family involvement activities	Develop reciprocal relationships with families through parent/school communication, parent/teacher conferences, and school/family involvement activities
	Preschool: Adults are trained to obtain the skills and knowledge to work effectively with diverse families Provide opportunities for adults to engage in literacy activities with young children	Recognize parents, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.	Recognize parents, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.	Recognize parents, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills.

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	Birth to Upon Entrance into School	K-5	6-8	9-12
Partnership Programs	Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness

Assist Family Resource Centers in forming partnerships to bridge the gap between communities and school | Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness

Work with community organizations to offer programs that encourage reading, writing, and studying during evenings, weekends and summers. | Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness

Work with community organizations to offer programs that encourage reading, writing, and studying during evenings, weekends and summers | Establish and maintain formal and informal literacy partnerships with families and the private and public sector to provide support to students' literacy development and career and college readiness

Work with community organizations to offer programs that encourage reading, writing, and studying during evenings, weekends and summers. |

The nation's schools must improve education for all children, but schools cannot do this alone. More will be accomplished if schools, families, and communities work together to promote successful students ((Epstein, Sanders, Simon, Clark-Salinas, Rodriquez-Jansorn, & Van Voorhis, 2002)).

The Epstein model of *Six Types of Involvement* emphasizes three overlapping spheres of influence on student development: family, school, and community. These spheres can collaborate in six key ways to foster a caring community that children need to maximize their potential in school and in later life:

1. Parenting: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families
2. Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications
3. Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs

4. (Henderson & Berla, 2001)Learning at home: Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions
5. School decision-making: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations
6. Collaborating with the community: Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community.

Students of all ages, genders, socioeconomic status, and abilities do better in school when their families are actively involved. These students typically earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education. Middle- and high-school students whose families are involved make better transitions, maintain the quality of their work, develop realistic plans for the future, and are less likely to drop out ((Epstein J. L., 2010)). Effective schools

Effective Schools:

- Provide family education on strategic reading strategies to use when reading with a child

- Communicate with all parents, providing progress reports on their child(ren)

- Invite community and family members to participate in school activities and celebration programs

- Encourage Pre K-2 students to read 15 minutes nightly and 3-6 students to read 20 minutes nightly with a take-home reading log.

- Implement activities which promote reading in and out of the school setting.

(Henderson & Berla, 2001)

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